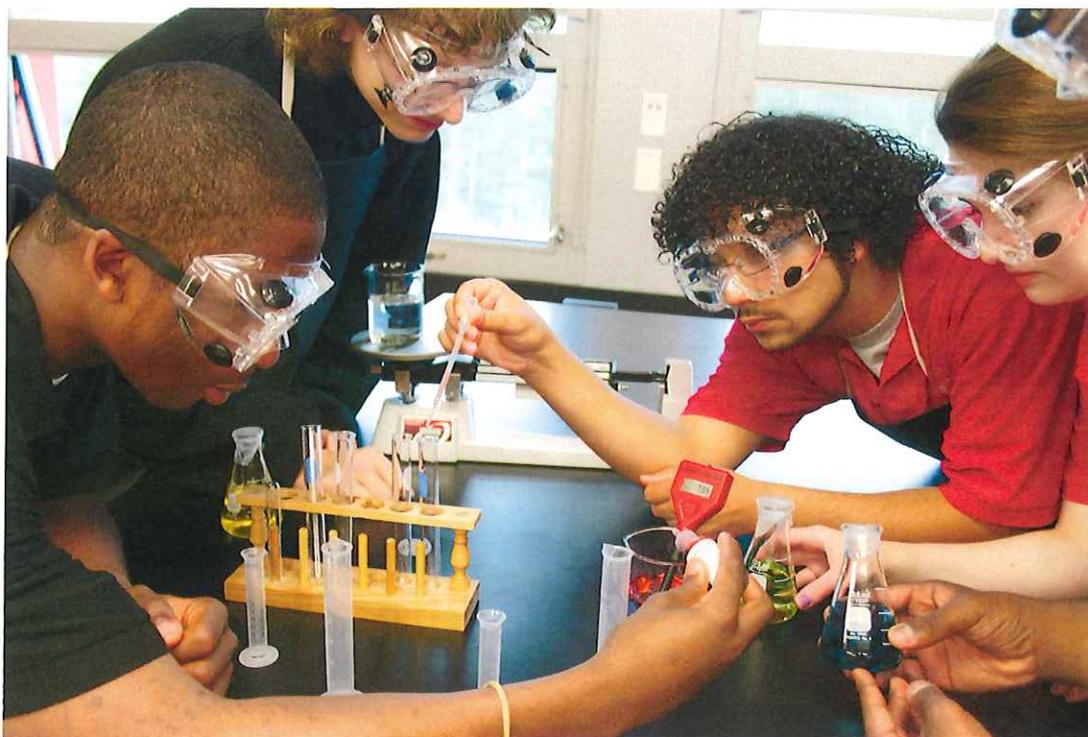


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# Magnet School Annual Report



**2013-2014**

**UNIVERSITY HIGH SCHOOL  
OF  
SCIENCE AND ENGINEERING**

*351 Mark Twain Drive  
Hartford, CT 06112*

*Martin Folan, Principal*  
[folam001@hartfordschools.org](mailto:folam001@hartfordschools.org)  
860-695-9020



### **Participating Districts**

Andover  
Avon  
Berlin  
Bloomfield  
Bolton  
Bristol  
Burlington  
Canton  
Colchester  
Columbia  
Coventry  
Cromwell  
East Berlin  
East Granby  
East Hampton  
East Hartford

East Lyme  
Ellington  
Enfield  
Farmington  
Glastonbury  
Granby  
Hartford  
Harwinton  
Hebron  
Kensington  
Manchester  
Marlborough  
Middletown  
New Britain  
Newington  
Plainville

Portland  
Rocky Hill  
Simsbury  
Somers  
South Windham  
South Windsor  
Southington  
Suffield  
Tolland  
Vernon  
Wallingford  
West Hartford  
Wethersfield  
Windsor  
Windsor Locks

### **Mission Statement**

*University High School of Science and Engineering, in partnership with the University of Hartford, is a magnet school which focuses on academic excellence and early transition to higher education, while developing responsible citizens who demonstrate healthy integration in a diverse society.*



UNIVERSITY OF HARTFORD



***Contents***

Information for Statewide Policymakers..... 2

Financial Information..... 7

Basic Checklist for Title IX and 504/ADA Compliance..... 8

Financial Attachments..... 9



***Information for Statewide Policymakers***

2013-14 continued to be a year of unprecedented inquiry into statewide interdistrict magnet schools by a range of policy groups and those holding the ultimate legislative and budgetary authority over our statewide program. The Connecticut General Assembly continues to require the CSDE to produce a Results-based Accountability template for determining program effectiveness and a comprehensive magnet school plan with specific recommendations for supporting and sustaining the program. In order for the CSDE to be able to answer specific questions to ensure the program’s long-term viability, we request information on the following objectives:

- 1) Describe the methods used to ensure recruitment and retention of a diverse student body, and how the demand for your program translates into sustained interest in the school. Please include any specific efforts in reaching families that may not yet be familiar with school choice programs. (Note: not applicable for those schools who were required to submit an enrollment management plan in the spring of 2014 due to non-compliance)

UHSSE has met and retained our targets of 50% Hartford 50% Suburban, exceeding the Sheff target with 30% non-minority population for the past three years.

UHSSE’s recruiting methods during the 2013-14 season included:

- Two Saturday open houses at UHSSE which were very well attended
- Additional of recruiting fairs at Renbrook School and Talcott Mountain Academy
- Representation at all RSCO recruiting fairs
- Student shadow opportunities
- Hartford School Choice mailing sent to targeted households
- Hartford and Suburban middle school fairs upon request and availability
- School Tours
- Community businesses- literature and presentation to recruit children of parents in STEM fields

Through our Open Houses and RSCO Fair presentations we help parents in the selection of the magnet school that best fits their student. In this manor, recruitment continues to select students with sincere interest in STEM and Early College opportunities who fully integrate themselves in clubs, teams and the school community at UHSSE.

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

Math teachers attended the NCME Common Core Professional Development Seminar in Florida February 2014. Science Teachers attended the NSTA Convention and workshops in Boston April 2014. Project Lead the Way (PLTW) Engineering teachers participated in multiple workshops at University of New Haven and Worcester Polytechnic Institute. Several teachers attended TAFT summer AP institutes.

College Board provided professional development to all teachers, in line with our Early College Model theme, to review PSAT scores (PSAT given to all UHSSE 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students). Strategies for

student success, and use of scores to identify the level of success of students in AP, ECE courses were demonstrated.

UHSSE has implemented Peer Observations with UHSSE teachers, University of Hartford faculty and Annie Fisher STEM teachers. These observations will provide vertical feedback to faculty about student learning throughout our partnership as Community of Practice.

UHSSE has applied for, and been accepted as, a candidate for accreditation through NEASC. Professional development to accomplish this goal will progress over the next few years. UHSSE will be completing our self-study during the 2014-15 school year.

UHSSE implemented data teams organized around the Common Core State Standards. Hartford piloted the SBAC (Smarter Balanced Assessment Consortium) in addition to NWEA MAP pre and post testing to analyze student performance and growth.

The data analysis included drilling down to look at specific strands on both an individual-student and school-wide basis. The data teams developed common formative assessments and rubrics and used these tools to analyze student performance. They then shared ideas on how to increase student performance in areas identified as weaknesses.

UHSSE provided training to teachers regarding the Teachscape evaluation system (SLO's, OPE, Formal and Informal Observations and Reviews of practice) to promote student engagement and success in our classrooms.

3) What does your school do uniquely well (related to your magnet theme) that you think other regular public schools may replicate on the local level or in other public schools.

Our school's Science, Technology, Engineering and Mathematics (STEM) theme is built around the national [Project Lead The Way](#) pre-engineering program. Several of our feeder districts including Simsbury, Farmington, and RHAM also offer this program albeit on a smaller scale largely due to the fact that the program is an elective in those schools while UHSSE students are required to complete four thematic STEM credits prior to graduation and all students are scheduled for the first two PLTW courses, Introduction to Engineering Design and Principles of Engineering. Additional PLTW electives in bioengineering, digital electronics and engineering design are available to junior and senior students.

Our school also fields a US FIRST robotics team as do a number of other schools in the Greater Hartford region. We also offer a capstone course - Engineering Design and Development.

UHSSE utilizes an advisory block and curriculum focused on our Early College Model theme. College is our focus from day 1. Naviance is utilized throughout students four years to assist in identifying interests, strengths and colleges that students might be interested in.

Partner with UConn Health Center - Mini Medical- open to students from other districts as well

The program included:

- 11th and 12th grade students
- Students who are interested in pursuing careers in medicine, dental medicine and the biological sciences.

The program entails:

- A series of eight to ten weekly lectures and demonstrations presented by faculty members of the University of Connecticut Schools of Medicine and Dental Medicine.

- Two-hour lecture sessions.

Topics on molecular biology, pharmacology, cardiology, oncology and dental medicine

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

UHSSE offers many opportunities for teachers and administrators from other districts to shadow and intern at our school. During the last several years interns have worked with individual teachers, administration and guidance department and have brought their knowledge back to their home districts. Administration mentored a Principal in Residence in the Spring of 2014 who now is an administrator within the Hartford Public Schools. This 2013-14 school year UHSSE hosted visiting schools identified as Turnaround Schools, mentored administration from Great Path Academy, Capital Community College Academy and the Watkinson School all of which are interested in replicating our program within their schools.

- 5) Describe your school's two greatest challenges/obstacles to meeting or exceeding the school-wide student learning goals in 2014-15. Please include ways in which the CSDE may support our school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.

As a candidate for accreditation, CDSE can support UHSSE with professional development related to the Common Core, and with accreditation support.

With a stable veteran teaching faculty, one of our challenges is curriculum specific Professional Development in Common Core to assure students are prepared to meet/exceed school-wide student learning goals and for the new testing system/SBAC. Professional development assisting teachers in developing or revising activities aligned to the common core would be appreciated. Faculty and teacher leaders will participate and turnkey any available PD opportunities in this area the CSDE provides.

- 6) Provide the number of applications received by grade and town of residence; as of date of lottery. *Information provided by RSCO Office*

**Student Information**  
**2012-2013 Applications for the SY 2013-2014**

School_name	District	Grade 9	Grade 10	Grade 11	Grade 12	Total
University High School of Science and Engineering	ASHFORD	1	0	0	0	1
	AVON	5	1	0	0	6
	BERLIN	1	0	0	0	1
	BLOOMFIELD	14	3	4	0	21
	BOLTON	3	1	0	0	4
	BRISTOL	3	0	0	0	3
	BURLINGTON	1	0	0	0	1
	CHESHIRE	0	1	1	0	2
	COLCHESTER	1	0	0	0	1
	COLEBROOK	1	0	0	0	1
	COLUMBIA	1	0	0	0	1
	COVENTRY	1	0	0	0	1
	CROMWELL	3	0	0	0	3
	EAST HARTFORD	12	6	1	0	19
	EAST WINDSOR	0	0	2	0	2
	ELLINGTON	2	0	0	0	2
	ESSEX	1	0	0	0	1
	FARMINGTON	0	1	0	0	1
	GLASTONBURY	1	0	0	0	1
	GRANBY	1	0	0	0	1
	HARTFORD	121	14	16	6	157
	HARTLAND	1	0	0	0	1
	HARWINTON	1	0	0	0	1
	MANCHESTER	14	1	1	0	16
	MARLBOROUGH	5	0	0	0	5
	MERIDEN	1	2	0	0	3
	MIDDLETOWN	7	1	0	0	8
	NEW BRITAIN	12	3	1	0	16
	NEWINGTON	1	0	0	0	1
	PLAINVILLE	2	0	0	0	2
	PLYMOUTH	2	0	0	0	2
	PORTLAND	1	1	0	0	2
	ROCKY HILL	8	0	1	0	9
	SIMSBURY	0	2	0	0	2
	SOUTH WINDSOR	4	0	0	0	4
	SOUTHINGTON	3	0	1	0	4
	STAFFORD	1	0	0	0	1
	SUFFIELD	1	1	0	0	2
	TOLLAND	5	0	0	0	5
	TORRINGTON	1	0	0	0	1
VERNON	8	0	0	0	8	
WALLINGFORD	1	0	0	0	1	
WEST HARTFORD	7	2	0	0	9	
WETHERSFIELD	3	1	1	0	5	
WINDSOR	9	9	0	0	18	
WINDSOR LOCKS	1	1	0	0	2	
WOLCOTT	2	0	0	0	2	
<b>Total</b>	<b>5</b>	<b>274</b>	<b>51</b>	<b>29</b>	<b>6</b>	<b>360</b>

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

Student Information 2012-2013 Wait List for the SY 2013-2014										
school_name	Grade_Name	District	Hispanic	American Indian/Alaskan Native	Asian	Black/African American	Native Hawaiian or Other Pacific Islander	White	Total	
University High School of Science and Engineering	Grade 9	BLOOMFIELD	0	1	0	8	1	1	8	
		EAST HARTFORD	1	0	0	4	0	1	5	
		HARTFORD	7	0	1	7	1	6	15	
		MANCHESTER	2	0	0	3	0	6	7	
		MIDDLETOWN	0	0	1	1	0	1	3	
		NEW BRITAIN	0	0	0	2	1	0	3	
		PLYMOUTH	0	0	0	0	0	2	2	
		VERNON	1	0	0	1	0	3	4	
		WETHERSFIELD	0	0	0	0	0	1	1	
	WINDSOR	1	0	0	6	0	2	8		
	Grade 10	BLOOMFIELD	1	0	1	3	0	0	3	
		EAST HARTFORD	2	0	0	3	0	3	6	
		HARTFORD	0	0	0	2	0	1	3	
		MANCHESTER	0	0	1	0	0	0	1	
		MERIDEN	0	0	0	1	0	0	1	
		NEW BRITAIN	1	0	0	1	0	0	1	
		WINDSOR	1	0	0	6	0	0	6	
		WINDSOR LOCKS	0	0	0	1	0	1	1	
	Grade 11	BLOOMFIELD	2	0	0	3	0	0	3	
		CHESHIRE	0	0	1	0	0	1	1	
		HARTFORD	6	0	0	9	0	8	14	
		ROCKY HILL	0	0	0	1	0	0	1	
		SOUTHINGTON	1	0	0	0	0	1	1	
	Grade 12	HARTFORD	1	0	0	5	0	1	5	
	<b>Total</b>			<b>27</b>	<b>1</b>	<b>5</b>	<b>67</b>	<b>3</b>	<b>39</b>	<b>103</b>

Note: Wait list/pool refers to those students not enrolled in your school or another interdistrict magnet school who applied for admission to your school for the 2013-14 year. Example: any student who entered a lottery for admission to your school as a first choice that ultimately not placed in any interdistrict magnet school.



## ***Financial Information***

DIRECTIONS: Provide, as attachments, Schedules 1 and 2 from the attached expenditures and revenues document. These should reflect *actual expenditures and revenues* by the close of 2013-14, and not merely the budgeted amounts from the onset of the school year submitted in your grant application.



## ***Basic Checklist for Title IX and 504/ADA Compliance***

Both Title IX (34 CFR § 106.9) and Section 504 (34 CFR § 104.8) require that educational entities that receive federal funds must have a policy on nondiscrimination and a published statement. The publication of this statement notifies applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex, or disability. Schools and educational agencies that receive federal funds must list the Coordinators of Section 504 and Title IX with their name/title, address and phone number in the notice of nondiscrimination.

The following checklist was prepared to assist you in meeting some minimum requirements of Title IX of the Education Amendments of 1972, Section 504 and the Americans with Disabilities Act. It is not an exhaustive checklist and therefore should not be used as a substitute for careful reading of the regulations themselves.

### **§ 106.8 Designation of responsible employee and adoption of grievance procedures.**

1.  At least one Title IX coordinator has been designated at the district or school level to coordinate efforts to comply with Title IX, including investigations of any complaints.
2.  At least one Section 504/ADA coordinator has been designated at the district or school level to coordinate efforts to comply with Section 504/ADA requirements, including investigations of any complaints.
3.  All students and employees have been notified of the name(s), office address(es), and telephone number(s) of the coordinator(s).
4.  Grievance procedures for students have been adopted and published.
5.  Grievance procedures for employees have been adopted and published.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

### **§ 106.9 Dissemination of policy.**

6. The following been notified of a policy of nondiscrimination.
  - applicants for admission and employment
  - students and parents of students
  - employees
  - sources of referral of applicants
  - unions, professional organizations
7. Notification of a policy of nondiscrimination has been placed in one or more of the following:
  - local newspapers
  - school newspapers and magazines
  - memoranda's or other written communications distributed annually to each student and employee
  - announcements, bulletins, catalogs, student and faculty handbooks
  - application forms
8.  The above-listed school publications are free of text and illustrations suggesting differential treatment on the basis of sex or disability.
9.  Admission and recruitment representatives (including counselors or student advisors and personnel officers) have been advised of the nondiscrimination policy and requirements for adherence to the policy.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682); [45 FR 30955, May 9, 1980, as amended at 65 FR 68056, Nov. 13, 2000]



**STATE OF CONNECTICUT**  
*DEPARTMENT OF EDUCATION*



**GRANT AWARD NOTIFICATION**

**REVISION**

**1 Grant Recipient**

HARTFORD PUBLIC SCHOOLS  
960 MAIN STREET  
HARTFORD, CT 06103-1095

**4 Award Information**

Grant Type: STATE  
Statute: C.G.S. 10-264I(d)  
CFDA #: None  
SDE Project Code: SDE000000000002

Grant Number: 064-000 11000-17057-2014-82062-170031-SDE00126

**2 Grant Title**

MAGNET SCHOOL OPERATING

**5 Award Period**

7/1/2013 - 6/30/2014

**3 Education Staff**

Program Manager:

Regina Hopkins (860) 713-6549

Payment & Expenditure Inquiries:

Karen Calabrese 860-713-6472

**6 Authorized Funding**

Grant Amount: \$2,806,610

Funding Status: Final

**7 Terms and Conditions of Award**

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2013 and June 30, 2014 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2014. For grants awarded for two-year periods beginning July 1, 2013, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2015. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

An estimated 70 percent payment will be made by September 1, 2013. The final payment based on the actual October 1, 2013 enrollment data will be made by May 1, 2014.

This grant has been approved.

5/28/2014

Charlene Russell-Tucker  
Associate Commissioner  
Division of Family and Student Support Services

# BUDGET FORM

Created On: 5/28/2014

## ED 114

**Fiscal Year:** 2014 **Funding Status:** Final  
**Grantee Name:** HARTFORD **Grantee:** 064-000 **Vendor ID:** 00064  
**Project Title:** MAGNET SCHOOL OPERATING  
**Project Title:** University High School Science&Eng.  
**Fund:** 11000 **SPID:** 17057 **Year:** 2014 **PROG:** 82062 **CF1:** 170031 **CF2:** SDE00126  
**Grant Period:** 7/1/2013 - 6/30/2014 **Authorized Amount:** \$2,806,610  
**Project Code:** SDE000000000002

### AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$2,806,610

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	
111B	INSTRUCTIONAL	1,510,962
112A	EDUCATION AIDES	
112B	CLERICAL	152,384
119	OTHER	416,201
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	616,449
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	130
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	31,500
510	STUDENT TRANSPORTATION SERVICES	
530	COMMUNICATIONS	4,837
560	TUITION	
580	TRAVEL	25
590	OTHER PURCHASED SERVICES	32,862
611	INSTRUCTIONAL SUPPLIES	5,853
	ADMINISTRATIVE SUPPLIES	1,441
	OTHER SUPPLIES	13,826
700	PROPERTY	708
890	OTHER OBJECTS	19,432
940	INDIRECT COSTS (Prior FY2015)	
	<b>TOTAL</b>	<b>\$2,806,610</b>

Original Request Date: 9/4/2013

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This budget was approved by Regina Hopkins on 5/15/2014.

Magnet School Name: University HS & Engineering

District/School Code: 064

<b>SCHEDULE 2: Revenues by Source</b>		
<b>Include all projected revenues for the school</b>		
<b>LINE</b>	<b>CODE DESCRIPTION</b>	<b>Total Revenue (Col. 1)</b>
220	xxxx State Magnet Operating Grant	\$2,806,610
	xxxx Other State Grants (please list below)	
	Priority School Districts	\$52,500
221	xxxx Other Federal Grants	
	Title I, Improving Basic Programs	\$74,473
	Title II Part A, Teachers	\$6,600
	Magnet Schools of America	\$2,500
222	1920 Contributions	
226	xxxx Other Sources of Revenue (list below, include tuition if applicable)	
	General Electric (Private Grant)	\$6,000
	First (Private Grant)	\$6,000
	Multi-Source for Schools	\$5,000
	Tuition Billing-Special Education	\$172,836
	General Funds	\$2,390,955
299	Total	\$5,523,474

**Magnet School Name:** [University High School of Science & Engineering](#)

**District/School Code:** 064- 67

**SCHEDULE 1: Total Current Expenditures from All Sources by Function and Object**

Report All Cash Expenditures and Encumbrances from All Sources Regular and Special Education

As of **June 30, 2014**

LINE	CODE	FUNCTION (Program Area)	OBJECT **							
			Total * (Col. 1)	Salaries (Col. 2)	Employee Benefits (Col. 3)	Purchased Services (Col. 4)	Supplies (Col. 7)	Property (Col. 8)	Other (Col. 9)	
1202	1000	Program Expenditures	3,895,030	2,747,481	990,635	77,255	35,386	32,787	11,486	
1203	2100	Support Services - Students	411,106	378,653	29,339	0	3,114	0	0	
1204	2200	Improvement of Instructional Services	114,885	84,980	22,987	6,918	0	0	0	
1205	2300	Support Services - General Admin.	800	0	0	800	0	0	0	
1206	2400	School Based Administration	653,292	538,759	88,928	7,458	5,425	707	12,015	
1207	2600	Operation and Maintenance of Plant Svc.	335,090	183,449	2,282	11,851	137,508	0	0	
1208	2700	Student Transportation Services *	5,406	0	0	5,406	0	0	0	
1209	2500 2900	Support Services	83,364	51,864	0	31,500	0	0	0	
1210	3100	Net Expenditures for Food Services	0	0	0	0	0	0	0	
1211	3200	Net Expenditures for Enterprise Operations	0	0	0	0	0	0	0	
1212		Indirect Overhead								
1213		<b>TOTAL</b>	<b>5,498,973</b>	<b>3,985,186</b>	<b>1,134,171</b>	<b>141,188</b>	<b>181,433</b>	<b>33,494</b>	<b>23,501</b>	

\* Do not include transportation costs associated with home to school and back home or the excess cost of special education services.

\*\* Definitions of objects and functions are to be consistent with those on expenditure report ED001

**McColman:**  
per Ken Imperato, SDE  
do not include any Food Services expenditures from Lonnie's Food Services Operations books; expenditures in Schedule 1 are to match as closely as possible the ED001 report expenditures.