

REVISED

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal: Mr. P. Spencer Clapp
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Connecticut International Baccalaureate Academy
(As it should appear in the official records)

School Mailing Address: 857 Forbes Street
(If address is P.O. Box, also include street address)

East Haven CT 06118
City State Zip Code+4 (9 digits total)

County: Hartford State School Code Number* 043-63

Telephone (860) 622-5590 Fax (860) 622-5555

Website/URL: www.cibanet.org E-mail : clapp.s@easthartford.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Marion H. Martinez
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: East Hartford Public Schools Tel. (860) 622-5108

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson: Mrs. Hilde J. Mayranen-O'Brien
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

17 % Hispanic or Latino
8 % Asian/Pacific Islander
 0% American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	173
(5)	Total transferred students in row (3) divided by total students in row (4)	.04
(6)	Amount in row (5) multiplied by 100	4%

8. Limited English Proficient students in the school: 19%
32 Total Number Limited English Proficient
 Number of languages represented: 12 (Arabic, Polish, Spanish, Czech, Albanian, Portuguese, Vietnamese, Twi/Fante, Lao, Gujarati, Greek, Hindi)
 Specify languages:

9. Students eligible for free/reduced-priced meals: 32%

Total number students who qualify: 54

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0 %
 1 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

___ Autism	___ Orthopedic Impairment
___ Deafness	___ Other Health Impaired
___ Deaf-Blindness	1 Specific Learning Disability
___ Emotional Disturbance	___ Speech or Language Impairment
___ Hearing Impairment	___ Traumatic Brain Injury
___ Mental Retardation	___ Visual Impairment Including Blindness
___ Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	___ 1 ___	___ 0 ___
Classroom teachers	___ 11 ___	___ 5 ___
Special resource teachers/specialists	___ 1 ___	___ 0 ___
Paraprofessionals	___ 0 ___	___ 0 ___
Support staff	___ 2 ___	___ 1 ___
Total number	___ 15 ___	___ 6 ___

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: ___15:1___

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	
Daily student attendance	93%	94%	95%	94%	
Daily teacher attendance	93%	90%	96%	95%	
Teacher turnover rate	5%	0%	0%	0%	
Student dropout rate (middle/high)	0%	0%	0%	N/A%	
Student drop-off rate (high school)	50%	53%	56%	N/A%	

Explanation of drop-off versus drop-out rate.

As an International Baccalaureate school with an open enrollment policy for admissions, CIBA is unique among IB Diploma schools. In the first few years students and parents did not recognize the rigorous nature of the IB program and curriculum; consequently, many students returned to their sending school districts during their junior and senior years when the IB curriculum and assessments are implemented. Retention of students has improved each year so that now the class of 2006 is 31 students and the Class of 2007 is 45 students.

- 14. **(High Schools Only)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_17_
Enrolled in a 4-year college or university	_88_ %
Enrolled in a community college	_12_ %
Enrolled in vocational training	_0_ %
Found employment	_0_ %
Military service	_0_ %
Other (travel, staying home, etc.)	_0_ %
Unknown	_0_ %
Total	100 %

PART III - SUMMARY

Our school was founded in 1999 as a public inter-district magnet school seeking to reduce racial isolation and to provide a rigorous academic program for students in the Greater Hartford area. We moved into our new technology-rich building in 2003. We have ten sending school districts that range from large urban cities to small rural towns. Consequently, we have a very diverse student population with white, African-American, Hispanic, Asian and East Asian students. Admission to C.I.B.A. is based upon the number of available slots per town, an application with two essays, and middle school counselor recommendation. Thus, we are an “open enrollment” school and one of the few International Baccalaureate schools that does not admit students based upon an entrance examination or grades. Our projected enrollment for the 2006-2007 school year is 192 students in grades 9-12.

The International Baccalaureate Diploma program for high school students is considered to be the most academically rigorous curriculum in the world. Our school mission is to “connect a rigorous, pre-university curriculum to the world beyond the classroom by demonstrating the interrelationships among the academic disciplines, by promoting international understanding, and by establishing a balance among academic, artistic, and social activities in order to produce responsible, ethical, thoughtful, and informed citizens who are prepared to be global leaders.” IB Diploma students here and abroad take six externally assessed examinations, complete a 4,000 word graded research paper and complete 150 hours of community service. Students also take a foreign language for four years: Chinese or Spanish. This year 66% of the senior class or 21 students have registered for the full complement of six IB examinations.

For more information about the IB Diploma program, there is an excellent website: www.ibo.org. The C.I.B.A. website is www.cibanet.org. All of our IB and pre-IB classes are weighted as honors classes. To give you an example of the academic rigor, our pre-IB social studies classes for ninth and tenth grade consists of one semester of Civics, a state of Connecticut

requirement and then three semesters of AP World History. These students then take the AP exam at the end of their sophomore year. Last year of our 37 graduates, 100% went on to college. C.I.B.A. graduates have been accepted to some of the most selective colleges and universities, including Princeton University, Dartmouth College, Cornell University, Brown University, Barnard College, Smith College, Vassar College, Williams College and the University of Connecticut. Class rank is not calculated because our entire program is honors level, although a cumulative grade point average is included on the student's transcript.

Our students participate in interscholastic sports at East Hartford High School which is connected to our school via a skywalk. We are also developing after-school enrichment programs in music, dance, and theater. Students access East Hartford High School for music classes, as well as the school nurse and social worker. Students are able to participate in a variety of extra-curricular activities including Model United Nations, Yearbook, Poetry Club, Outdoor Club, Dance Club, Robotics Club, and many more. In addition, we are developing sister school relationships with other IB Diploma schools in China, Mexico and Costa Rica; student foreign exchange trips are currently planned to visit those countries in 2006.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Connecticut International Baccalaureate Academy (CIBA) was nominated as an NCLB Blue Ribbon school by Connecticut Commissioner of Education Dr. Betty Sternberg because our students consistently achieve in the top 10% of Connecticut high schools whose tenth grade students take the Connecticut Academic Performance Test (CAPT). This is a remarkable achievement given that over 30% of CIBA students are eligible for free or reduced lunch and fifty percent are nonwhite.

The CAPT is actually a battery of tests lasting a total of approximately eight hours given to tenth graders over a two week period in March. The tests assess critical skills needed for success in the workplace and in higher education. Since 1994, parents and teachers have used the CAPT to measure growth and achievement levels of Connecticut high school students. The CAPT was designed to:

- establish high performance standards for all high school sophomores on a range of skills and knowledge;
- emphasize the application of skills and knowledge in realistic contexts;
- promote better instruction and curricula by providing information on student and district strengths and weaknesses; and
- increase the accountability for Connecticut's educational system at the high school level.

The CAPT compares each student's achievement to a set of established standards. These standards translate into five levels of performance: Advanced, Goal, Proficient, Basic and Below Basic. The top two levels define the goal range, while the proficient level is used as the minimum standard for achievement under the federal No Child Left Behind law. CAPT assesses students in writing, reading, mathematics and science. The test content is aligned with the Connecticut Framework: K-12 Curricular Goals and Standards as well as the Connecticut Common Core of Teaching. For example, the writing assessment consists of three parts; two Interdisciplinary Writing tests in which students must read three separate articles and use the information to write a persuasive essay, and an Editing & Revising test that requires students to identify and correct errors in organization word choice, syntax, punctuation, usage and spelling. Students' reading skills are measured with a Response to Literature test and a three-part Reading for Information test (non-fiction). Both parts of the test require students to use critical thinking skills to interpret and evaluate the author's intent. The mathematics test assesses how well students can compute, estimate, solve real life

problems and communicate their understanding. The science test assesses concepts in life, physical and earth sciences, as well as students' abilities to apply those concepts to authentic problems. There is a focus on experimentation skills and scientific reasoning.

CIBA students, as noted in the data tables, consistently score at the goal level across all subgroups. This is due to the fact that the instruction at CIBA is closely aligned with the state standards and teachers develop the foundation skills for high student achievement and hold students accountable for their own academic success. All members of the school community including parents, teachers, the principal, the guidance counselor and support staff maintain a laser-like focus on student achievement as well as ethical, responsible, compassionate, and respectful behavior.

Information on the state assessment system may be found at www.state.ct.us/sde

2. Using Assessment Results:

Across all disciplines, including Art and Physical Education, instruction at CIBA is designed to integrate the Connecticut Frameworks that are aligned with the CAPT goals and objectives. CIBA teachers understand the standards and what students are expected to know and be able to demonstrate. For example, in the ninth grade pre-IB Art History class students are expected to analyze a work of art and be able to defend their opinion of the particular work of art using specific terminology. This is the content strand of "taking a critical stance" that a student might apply in the Response to Literature test of the CAPT in tenth grade even though it is a skill that is being developed in an Art class. Ninth and tenth grade students in the AP World History class frequently interpret graphs and analyze data which are skills that will be assessed on the math and science portions of the CAPT.

Teachers of ninth and tenth graders use CAPT -based assessments in their curricula to assess students' strengths and weaknesses throughout the year. CIBA students read, write, and compute at challenging levels every school day. Teachers offer students clear, constructive feedback and expect students to use this feedback to improve their own performance. Every day students can be found in teachers' rooms after school seeking extra help and tutoring. There is no stigma at CIBA attached to seeking help because the students know that the material is difficult and that all the teachers are willing to assist them.

3. Communicating Assessment Results:

Although parents and students receive official grade reports eight times during the academic year, teachers give students feedback on their performance on a daily basis. Student achievement meetings that include the principal, guidance counselor and teachers are held on a regular basis to assess the needs of particular students. Teachers post "data walls" comparing and contrasting student achievement between classes in order to promote a healthy spirit of academic competition. Students on the honor roll have their names and photos posted on the most visible and prominent wall in the school. Parents are given "Honor Roll" bumper stickers for their cars, and the honor roll is posted in the local newspaper. The principal openly applauds students who achieve at the highest levels and extends special privileges to students who excel academically. For example, student eligibility for the foreign trips to China and Costa Rica is determined in part by academic achievement and compliance with the CIBA community service requirement.

4. Sharing Success:

Because CIBA is a magnet school that attracts motivated students from ten sending towns and cities, the academic success of our students is also communicated to eighth grade students and parents. Much of this takes place during the fall and winter recruiting season when the principal and guidance counselor conduct over twenty information sessions at more than a dozen schools. In the fall, middle school guidance counselors are invited to an informational breakfast where the mission of the school, the academic

achievement levels of our students, and the application process are explained in detail.

In the early part of the second semester the principal and guidance counselor contact high schools in the sending school districts to solicit students who may want to consider transferring to CIBA for their sophomore year. This is another vehicle for sharing the achievement success of CIBA students with other schools. CIBA seeks students who are motivated, engaged learners with strong emotional intelligence. If they are willing to learn and work hard then they are welcome to challenge themselves in the CIBA community of teachers and learners.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Offering a depth of study that exceeds traditional academic norms for public high schools, CIBA prepares students for entrance into the world's most competitive colleges and universities. A major goal at CIBA is to have students learn how to learn, so that they can continue to develop knowledge and new skills for the rest of their lives. The actual curriculum is grounded in the six advanced-level science and humanities areas that form the core of the International Baccalaureate Diploma program during the eleventh and twelfth grades. Students who score at a high level on the six IB exams, complete an IB Theory of Knowledge class, write a 4,000 word research paper (the Extended Essay), and complete 150 hours of community service are eligible for the IB Diploma, which is recognized for college credit at over 700 universities around the world.

In order to prepare students for the advanced IB program in their last two years of high school, the CIBA curriculum "scaffolds" pre-IB classes during the freshmen and sophomore years. CIBA students take four years of literature-based English (two years of pre-IB and two years of IB English HL), four years of Social Studies (Civics, AP World History, and IB History of the Americas HL), four years of math (Algebra 1, Algebra 2, Geometry, and pre-Calculus), four years of science (pre-IB Biology, Chemistry, IB Biology HL and IB Physics the latter of which will be offered in 2006-07), and four years of a foreign language (either IB Chinese SL or IB Spanish SL). (CIBA has the largest Chinese studies program in Connecticut with over 110 students studying Mandarin.) Students can also take electives such as IB Computer Science SL, IB Chemistry SL, or IB Visual Arts SL. All ninth graders take Art History, a rigorous class which introduces them to the major periods of art and prepares them with the skills to critically assess an art object. The school is hoping to offer IB Physics SL for the coming 2006-07 school year. (Of the six required IB examinations to qualify for the IB Diploma, three must be two year Higher Level (HL) classes and three must be one year Standard Level (SL) classes.)

Because all CIBA students typically take several of the IB examinations, even if they are not full Diploma candidates, students and teachers receive examination assessment results. These results show CIBA student achievement compared to the level of student achievement for students around the world who took the same examinations.

Thus, CIBA students and teachers, in essence, serve two masters in their quest for academic excellence: the Connecticut state standards and the IB world standards. Knowing that students must take the Connecticut CAPT test in the spring of their sophomore year, CIBA teachers focus on the content standards necessary to succeed on the CAPT test during ninth and tenth grades. Moreover, teachers and students know that they are ultimately preparing for the IB Diploma during their junior and senior years. Therefore, those two years are intensely focused on preparing for the rigorous IB exams.

2b. (Secondary Schools) English:

Students in pre-IB English study literature and language in a series of genre-based units designed to enable them to develop analytical, critical and creative thinking skills necessary to communicate clearly, imaginatively and effectively, both in writing and in speech. Through genre-based units, students begin to recognize characteristic elements of the different forms of writing, including short stories, poetry, drama, and memoir. They explore the writing process through frequent formal, informal and creative writing opportunities. Students learn to listen and speak effectively, to discuss, debate, and defend their opinions. In the tenth grade students increase their vocabulary skills with an emphasis on powerful writing. Importance is placed on the formal expository essay, as well as the formal research paper. Students master the ability to take a position and defend it with textual support, both orally and in writing. IB English A1 is a two-year, intensive study of English literature and language designed to develop students' analytical and creative powers of expression. Various genres, styles, and contexts are examined through the analysis of thematically grouped works. Students engage in detailed and critical examination of major literary works both classical and contemporary.

Students who struggle with reading skills or writing are identified in the ninth grade and offered additional support by the classroom teacher and/or a student tutor.

Chinese Studies:

CIBA has developed the largest Chinese Studies program of any public school in Connecticut. Over 50% of CIBA students take a four-year course of studies in Mandarin with the ultimate goal of taking and excelling on the IB Mandarin SL examination. In 2005 all eleven twelfth graders who took the IB examination in Chinese scored a four or better, which is proficient under the IB standards. It has been estimated that Chinese requires approximately 1,300 hours of instruction to become proficient in Mandarin, compared to about 480 hours for the same degree of mastery of Spanish or French. The difficulty is based in the pictographic characters which comprise the written language as well as the four tone framework for the oral portion of the language.

As an International Baccalaureate Diploma school with a mission to develop future global leaders, CIBA's Chinese Studies program is preparing our students to enter a new global world order where China, with its 1.2 billion people, will become a major political and economic force in the world. CIBA students recently participated in the Chinese New Year's celebration sponsored by the Chinese Cultural center of Connecticut. In October of 2005 CIBA hosted a U.S.-China Business Forum where CIBA Chinese Studies students served as student ambassadors and hosts. These initiatives reflect a desire to allow CIBA students to engage the wider community to demonstrate their language skills. And finally, in the summer of 2006 it is anticipated that between 16-27 CIBA students in the eleventh and twelfth grades will travel to China for a 14 day cultural excursion. This experience will directly connect students' language learning to the world in which it can be directly applied, while at the same time involving them directly in a new and different culture.

3. Instructional Methods:

Instructional methods are clearly an area where CIBA instructors excel. They understand the concept of "learning styles" as well as Gardner's Multiple Intelligence model and they apply it constantly in their lesson plans. Although our school does not follow a block schedule there is no doubt that CIBA instructors would thrive in such a setting because they understand the need to vary instructional methods and strategies even in a 47 minute period.

Teachers across all disciplines engage students with learning objectives that are on the top end of Bloom’s taxonomy, analyzing, synthesizing, comparing, contrasting and evaluating. On a daily basis, CIBA students read material at a challenging pace, and communicate their knowledge in writing or orally, individually, in pairs, or as part of a small group. One way to visually monitor the diversity of instructional methods is to note how often teachers use a variety of classroom configurations to achieve their learning objectives. Often, a classroom will be arranged in the traditional rows only during an examination or full-period test. Otherwise, student desks are often in small groups, pairs, or set-up in a horseshoe as a “dialogue center”. The fact that our school is a technology-rich environment allows teachers to conduct and facilitate web quests and have students demonstrate their knowledge through Powerpoint presentations. All teachers have Smartboards in their classrooms and have been trained in their use. Math teachers will routinely bring up the TI-85 graphing calculator on the Smartboard and walk students through a multi-step equation conversion or analysis. Science instruction is grounded in inquiry-based learning with a strong emphasis on the scientific method and lab work. Social studies and world languages use simulations, role playing and creative expression to engage students in their learning. One CIBA teacher was recently nominated by a former student for a Disney Creativity in Teaching Award.

4. Professional Development:

CIBA’s professional development program focuses on maintaining and improving student achievement through data collection and analysis (*Accountability in Action*, Reeves, D. Center for Performance Assessment 2004), personal professional growth plans, and collaborative investigation of all aspects of teaching and learning. Specifically, CIBA staff conducted a self-analysis using the *Breaking Ranks II* (NASSP 2004) Assessment Survey as well as the Inventory of Instructional Practices in August of 2005 as a means to focus the School Improvement Plan (SIP) on those areas of greatest need. The result of this ongoing reflective practice identified the need for some form of advisor/advisee program to strengthen relationships among students and between students and staff. A committee of teachers volunteered to survey various models for an advisor program and will develop a proposed model for CIBA to implement in the fall of 2006.

Additionally, teachers are interested in creating common rubrics for collaborative projects that will cross disciplines and subjects levels to create consistency both horizontally and vertically. Another outcome of the professional development process was a desire to develop curricular “scaffolding” for the IB Extended Essay that is started in the junior year and finished in the senior year. Teachers are interested in exposing students in their freshman and sophomore years to the research skills and process that they will need to create powerful research papers and higher scores on the Extended Essay. Finally, two instructors are collaborating on developing a new curriculum for the IB Theory of Knowledge class that could be delivered via distance learning using the Digital Classroom Model developed by the Connecticut Distance Learning Consortium. This might allow future IB students in other parts of the country, or even the world, to access and complete an IB Theory of Knowledge class using distance learning technology and pedagogy.

PART VII - ASSESSMENT RESULTS

Connecticut Academic Proficiency Test (CAPT)

Student Assessment Data- CAPT Testing month: April	2004-05		2003-04		2002-03	
	Math	Reading	Math	Reading	Math	Reading
C.I.B.A. Scores						
% at or above Meets CT. Standard (1)	95	95	97	97	82.5	88
% at Exceeds CT Standards	64	90	58	79	50	56

(2)						
Number tested	42	42	38	38	34	34
% of total students tested	100	100	100	100	100	100
Number alternately assessed	0	0	0	0	0	0
Percent alternately assessed	0	0	0	0	0	0
Subgroup scores						
1. Free and Reduced Lunch						
% at or above Meets CT. Standard	93	100	90	90	66	100
% at Exceeds CT Standards	43	86	50	50	0	17
Number tested	14	14	10	10	6	6
2. Non-white*						
% at or above Meets CT. Standard	90	100	90	100	78	89
% at Exceeds CT Standards	45	85	47	70.5	22	39
Number tested	20	20	17	17	18	18
	*		*		*	
	5 Asian		2 Asian		2 Asian	
			11		12	
	8 Black		Black		Black	
	7 Hispanic		4 Hispanic		4 Hispanic	

(1) **Proficiency** is the third of five levels (Below Basic, Basic, Proficient, Goal, Mastery) and is used under the No Child Left Behind law to evaluate secondary schools in Connecticut for purposes of establishing target goals for student achievement as well as Annual Yearly Progress (AYP).

(2) This is the fourth level of **Goal** and the fifth level of **Mastery**

Conclusion: There has been an upward trend in student achievement over the three year data assessment period which includes the school as a whole as well as the major subgroups of free and reduced lunch and non-white. There is no statistically significant difference between or among the school population as a whole and major subgroups. It is fully expected that this trend will continue to be evident with the Class of 2008 which is currently taking the CAPT tests; the results of which will be available in early July, 2006.

