

**STRATEGIC SCHOOL PROFILE 2008-09**

High School Edition

**CT International Baccalaureate Academy  
East Hartford School District**ARTHUR ARPIN, Principal  
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East Hartford,  
Connecticut

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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](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**School Type: Interdistrict Magnet School  
School Grade Range: 9-12  
Instructional Focus: International Baccalaureate**STUDENT ENROLLMENT**Enrollment on October 1, 2008: 169  
5-Year Enrollment Change: 19.9%\*  
\*Between 2003 and 2008, (re)opened

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District Reference Group (DRG): H 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.

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**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	62	36.7	37.9	26.0
Students Who Are Not Fluent in English	0	0.0	7.2	3.3
Students Identified as Gifted and/or Talented	9	5.3	2.8	4.7
Students with Disabilities	1	0.6	10.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	3	4.6	22.1	19.0

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	18.5	20.4	18.7
Biology I	26.5	21.1	19.3
English, Grade 10	24.5	21.4	19.1
American History	15.0	21.2	19.9

**Language Instruction:** Instruction was offered in the following language(s): Mandarin, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	180	182
Total Hours per Year	1,127	1,007

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 30 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 2007-08 School Year	100.0	30.5

### 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 2008	22.0	21.2	23.3

% of Class of 2008 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	100.0	94.1
Chemistry	100.0	73.6
4 or More Credits in Mathematics	80.0	65.5
3 or More Credits in Science	100.0	91.1
4 or More Credits in Social Studies	92.5	55.4
Credit for Level 3 or Higher in a World Language	100.0	60.6
2 or More Credits in Vocational Education	0.0	59.2
2 or More Credits in the Arts	32.5	41.6

### Class of 2008

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

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	7.2	3.3
% of Gifted and/or Talented Students Who Received Services	100.0	34.9	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	100.0	73.0	72.6

### 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](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	0.6	2.8	2.4
% of Computers with Internet Access	100.0	99.7	99.2
% of Computers that are High or Moderate Power	100.0	98.7	98.8
# of Print Volumes Per Student*	31.9	10.3	16.0
# of Print Periodical Subscriptions	47	40	48

\*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 utilizes 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, 0.4% of high schools in the state utilize interactive distance learning.

## SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education: Teachers and Instructors		12.40
Paraprofessional Instructional Assistants		0.00
Special Education: Teachers and Instructors		0.00
Paraprofessional Instructional Assistants		0.00
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		1.00
School Nurses		0.20
Other Staff Providing Non-Instructional Services and Support		4.00

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	14.1	14.0	13.8
% with Master's Degree or Above	87.5	71.6	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	10.4	9.1	8.4
% Assigned to Same School the Previous Year	87.5	88.5	87.0

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### HOME AND SCHOOL COMMUNICATION AND SUPPORT

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**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.

In order to maintain our record of success for our students, it is vital that we promote parent involvement. Prospective students and their parents are required to attend an informational session as part of the application process. This helps families make informed decisions about whether or not CIBA is a good fit for them. We have an active Parent Advisory Council (PAC) which meets monthly. They support students through a variety of programs, including social events, fund-raisers, and scholarships. PAC meetings are also informative in nature, as the principal regularly attends and is available to answer questions and address concerns. Teachers and other staff members frequently attend. This year, the PAC began producing its own newsletter (PAC Chatter) for the CIBA community, which is mailed home monthly. The monthly Principal's Newsletter (CIBA News) informs families about events at the school, important dates, and information from the Guidance office regarding SATs, college applications, etc. CIBA News also features a monthly column with suggestions for parents to support their students academically, and other topics of interest. For example, this year's newsletters contained a section that explained in detail the ten areas of the IB Learner Profile, along with explanations of how students at CIBA demonstrate connections to each of those qualities. CIBA subscribes to Naviance, an Internet tool that allows families to research colleges from home. Teachers keep in contact with parents via e-mail, and weekly academic progress reports are sent home either in paper form or electronically at parents' request (in addition to the regular grade reports issued eight times per year). Parents are advised regularly on their children's progress in completion of their CAS hours, which a requirement for achieving an IB Diploma and for high school graduation. Several events for families are held throughout the year, including fall Open House where parents can meet teachers, the IB Induction Ceremony in October for juniors as they officially enroll in the Diploma Program, and the spring Sophomore Information Night, which gives families details about what to expect as their children prepare to become Diploma Program students the next fall.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	1.2
Asian American	9	5.3
Black	44	26.0
Hispanic	46	27.2
White	68	40.2
Total Minority	101	59.8

**Percent of Minority Professional Staff: 21.1**

**Non-English Home Language:** 8.3% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 7.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

As a magnet school, the Connecticut International Baccalaureate Academy's primary function is to provide school choice to families in our participating districts. During the 2008-09 school year, we drew our student population from both urban and suburban districts, as listed below. We have maintained a balanced racial, ethnic, and economic student population in all grades through our open-enrollment lottery. Our racial/ethnic breakdown for students in 2008-09 is as follows:

African-American: 32%  
 Asian: 4%  
 Hispanic: 24%  
 White: 40%

Our sending districts for this year are:

Bloomfield, Bolton, East Hartford, Ellington, Glastonbury, Manchester, Mansfield, New Britain, Regional School District 8 (Hebron, Andover, Marlborough), Somers, Tolland, Vernon, West Hartford.

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## 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	22.4	39.9	14.3

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

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	1	10.0
% of Grade 12 Students Tested	N/A	21.2
% of Exams Scored 3 or More*	24.3	72.8

\*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 20 students are not presented. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	61.7	47.4	74.2
Writing Across the Disciplines	72.3	55.0	77.4
Mathematics	48.9	47.8	55.7
Science	42.6	42.8	54.1

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	537	507	81.2
Critical Reading	557	503	95.0
Writing	564	506	92.8
% of Graduates Tested	95.0	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	100.0	92.1	100.0
Cumulative Four-Year Dropout Rate for Class of 2008	0.0	6.6	100.0
2007-08 Annual Dropout Rate for Grade 9 through 12	0.0	2.5	100.0

Activities of Graduates	School	State
% Pursuing Higher Education	100.0	82.0
% Employed, Civilian and Military	0.0	1.4

Student Attendance	School	State High Schools
% Present on October 1	96.4	94.6

### 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. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

CIBA continues to participate in the process of preparing for the NEASC school accreditation, which will occur in November 2009. This was done with East Hartford High School, as we are participating in the accreditation process as part of the high school.

Beginning this year, CIBA instituted an advisory program, called "Connections." This program was a weekly opportunity for students to meet in small groups of mixed grades to discuss issues of importance to them as students in this school. We also used this time for school-wide assemblies to promote the service requirements of CIBA, as well as presentations of international interest.

We were able to update the technology being used by students during this year. New Dell laptops were made available to our seniors, and a set of new laptops was provided for classroom use as well.

In order for CIBA to continue to be certified as an International Baccalaureate program, teachers must participate in curriculum update training. Teachers have been assigned to attend training at the rate of four to five people per year, based on when their last training occurred, and other curricular needs. In addition to this formal training, teachers and other staff members will have the opportunity to participate in subject-specific roundtables, which are forums for discussion of topics of interest and sharing of teaching strategies among IB teachers in other New England schools. Support has always been an important factor in the success of our students. A major source of that support has been our Peer Tutoring program, in which older students assist their younger counterparts with course work and class concepts.

One area in need of improvement is our student attrition rate. In an effort to reduce this rate, we are expanding the outreach to prospective students and parents to learn about CIBA and the IB program. During the 2008-09 school year, contacts with surrounding districts were increased to make more potential students aware of the opportunities available to them with an education at CIBA.

CIBA has signed up to participate with Virtual High School to give students the opportunity to take online courses. Five students enrolled for the 2008-09 school year, and they completed the first year of the two-year IB course, Information Technology for a Global Society.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

In 2009 CIBA graduated 35 students. Thirty members of the Class of 2009 were IB Diploma candidates, the largest percentage of seniors we have ever had sit for these exams. Ten of those students earned the IB Diploma.

The beneficial effects of a rigorous education, a small school environment and high expectations also showed results in the CAPT test. 100% of the forty-seven sophomores participated in the CAPT test, and of that number 43 achieved proficiency in all four areas of the test. This year, all but one of our graduating seniors were accepted to institutions of higher learning, and all of them will be attending either a two- or four-year college in the fall of 2009. One student has chosen to enlist in the U. S. Navy.

CIBA students continued to demonstrate their willingness to actively support and promote charitable causes. The school sponsored its third annual Pancreatic Cancer Action Network Walk. This event raises money for research on Pancreatic Cancer, the disease that claimed the life of our founding principal, Michael Abelon. CIBA began an affiliation with Interact through the local Rotary Club, which has been the source of many local service projects, such as Shelter Box, Pennies for Patients (with Ronald McDonald House), Fashion Republic (clothing collection), and Soles 4 Souls (shoe collection), to name but a few of the endeavors of our students.

CIBA's Model UN Team was awarded the honor of Best Delegation by the World Affairs Council of Connecticut for their participation in a session on the World Food Crisis. Our Student Advisory Board was honored by the Connecticut Association of Schools State Leadership Advisory Board for their commitment to leadership service and training during a statewide convention.

The success of our students has been recognized nationally in two major forums. In April, CIBA was named the Outstanding Secondary Magnet School by the Magnet Schools of America, and the school also was included in the Newsweek list of Top U. S. Public High Schools, entering that list for the first time at number 24.

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