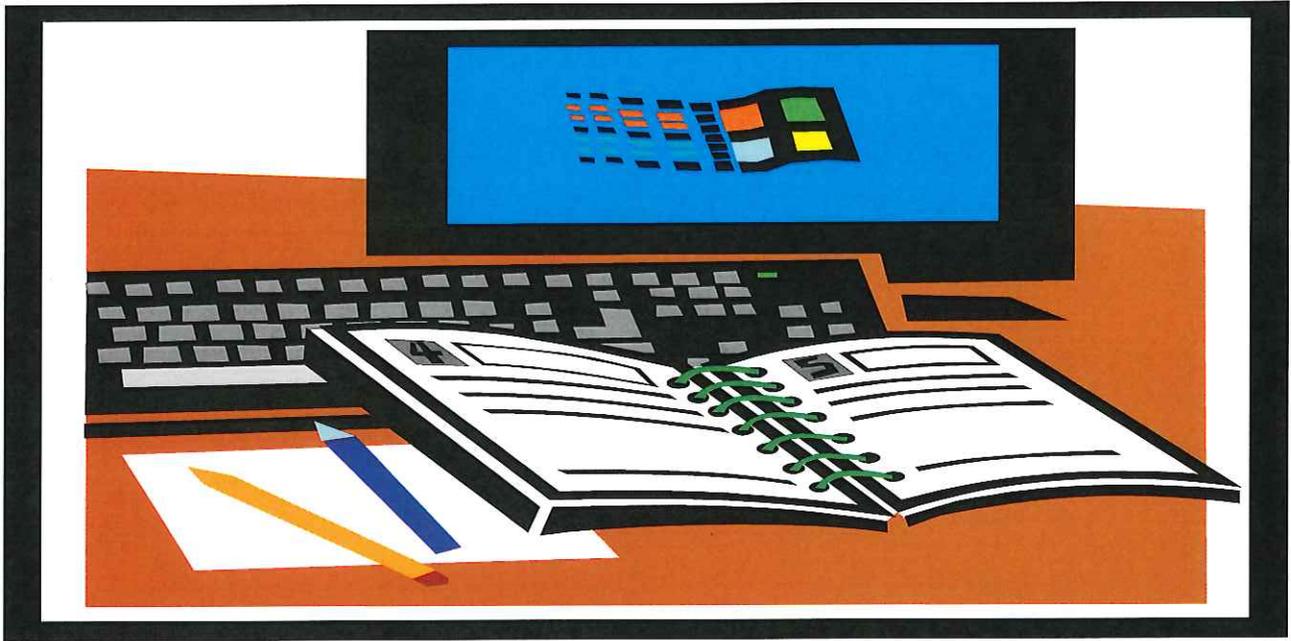




Capital Preparatory

Annual Report



2013-2014

Capital Preparatory Magnet School

Name of School

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Stephen D Perry

Principal

Participating (formally) School Districts

Avon
Belin
Bloomfield
Bristol
Broad Brook
Burlington
Cobalt
Cromwell
East Granby
East Hampton
East Hartford
Ellington
Enfield
Farmington
Glastonbury
Granby
Hartford

Harwinton
Hebron
Kensington
Lebanon
Manchester
Marlborough
Meriden
Middletown
New Britain
Newington
Plainville
Plantsville
Portland
Rocky Hill
Southington
South Windsor
Suffield
Tolland
Vernon
West Hartford
West Suffield
Wethersfield
Willimantic
Windsor
Windsor Locks



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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)

There is no public school in Connecticut that has garnered more international acclaim for its ability to transform the lives of children. We receive daily requests for information from students, parents, educators and policymakers from Connecticut and throughout the world. Our visibility locally, regionally and nationally in print and electronic media, including but not limited to cable television, has been an effective means of attracting potential students to our school.

In order to recruit more white students from the suburbs, we went to towns we had never gone to in order to successfully recruit students that may have never heard or known they were eligible for magnet schools. We brought some Capital Prep students to give them information and positive feedback about the school and dispersed pamphlets and flyers about Capital Prep. We encouraged parents we met in these towns to come visit the school and take a tour to meet the teachers and students and really experience the Capital Prep culture. As soon as they stepped in the building, they wanted to be a part of the Capital Prep community. We also went to fairs in suburban areas as far as Tolland and Southington to promote all that Capital Prep has to offer and encourage them to visit our school.

We also continue to develop a school culture of tolerance for diversity, attractive to students in the majority, with an outreach to the Muslim community within the Greater Hartford community. A modified school day for prayer, professional development opportunities designed to assist teachers in teaching Muslim students and constant interactions with home have been integral parts to making our school attractive to non-minority to students.

We have developed partnerships with other organizations in which the majority of the participants are White such as Johns Hopkins Center for Talented Youth, Connecticut Association for the Gifted, Disney Dreamers Academy and more. These are relationships that we anticipate will produce greater numbers of white applicants. We have added this to our traditional methods of recruiting.

Our new facility allows the opportunity to develop music, theater and an overall more robust arts program. We have seen this strategy work in local magnets and look to use it to expand our ability to recruit and sustain interest.

Finally, Capital Prep's creativity will continue. We will use our new facility to host events of various types so that we may engage a diverse community and its interests.

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

Agenda for Professional Development 2013 – 2014

The CPMS staff will remain committed to the following major ongoing initiatives this year:

- *Make learning accessible for all students through Differentiation and SRBI*
- *Build a Culture of Respect and Empathic Values (CORE Values)*
- *Integrate and implement revised Learner Expectations into day-to-day instruction*
- *Facilitate creation of E-Portfolios for students and teachers to document growth*
- *Implement an Advisory curriculum that supports students and parents in these initiatives.*
- *Establish and coordinate ongoing Capital Prep traditions utilizing faculty and students.*
- *Develop and document Curriculum for all subjects that integrates Learner Expectation skills and interdisciplinary applications.*

To ensure that this effort is effective and ongoing, Friday meetings are devoted to this endeavor. Meetings begin promptly at 1:15 P.M and end at 2:45P.M. each Friday. Some of this time will be used for administration to address and work with the Staff, but all remaining time will be dedicated to developing in these areas.

Each staff member is therefore part of a Professional Learning Community (PLC). The PLCs for this year are: Differentiation, Innovative Instruction, Student Base Grading, CORE/PBIS, Data Testing, Advisory, and New Teacher Orientation.

- 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.

Social Justice Capstone Project

Capital Preparatory Magnet School has designed an 18 month "Social Justice Capstone Project" that requires students to identify a social justice problem, research the problem, create an action plan to confront the problem, carry out the action plan, measure success, and present their findings in a series of staff panels.

Other public school could examine how the implementation of the capstone project focuses curriculum on specific interdisciplinary learning outcomes. These outcomes, called learner expectations, have started to take shape in the form of grade level expectations (GLEs) for each of the five learner expectations.

The GLEs have a specific scope and sequence that leads them to the desired performance on

the Social Justice Project. In true “Understanding by Design” form, starting with the end product in mind, has given students, staff and parents a clearer understanding of how we are achieving our mission to make students agents of change.

Advisory

Each teacher is responsible for serving two roles a Capital Pre: teachers and advisors. In the role as advisor they are the primary point of contact for the families and support for the students. The students meet with their advisor daily.

We continue to expand the role of the advisory period. Now it is more than a time for students to meet with their advisor to discuss their academic and interpersonal progress. It is an opportunity to explore social justice issues. Students are responsible for identifying current issues. Then advisory discuss and identifies possible solutions and appropriate resources. The strength of advisory is that each student and family is connected to a staff member for a sense of belonging and accountability. This effort can be replicated.

6th Grade Academy

Recognizing that students are struggling to transition both academically and socially from the fifth to our sixth grade, we have developed a 6th grade academy. The 6th grade academy uses interdisciplinary units related to social justice as a way to reinforce content, skills, and strategies. Interdisciplinary units provide multiple and varied opportunities to approach content and increase student learning.

Physical Education Experience

Capital Prep has expanded the traditional physical education experience in both time and scope. Traditionally public school students come to school, go to their academic classes, go to gym, change, run around for anywhere from 45 to 90 minutes and then change back in to their school clothes. This is not hygienic, as most do not shower, and it only affords the students 120 hours of physical fitness over the course of their 4 years of high school.

We have adapted the traditional private college preparatory model for physical education of using two sports as a means for offering physical education. Students at Capital Prep must participate in two sports per year for four years, for a total of nearly 3,000 hours of physical fitness over 4 years. The time during the school day that we would have used for the old physical education is now being used for academics and community service.

The after school activities extend beyond throwing and catching balls because we have fully integrated our social justice theme into our activities. As the faculty and staff at Capital Preparatory Magnet School foster an “educational environment that creates opportunities for all students to realize and fulfill their social, academic and civic responsibilities”, the “season” will provide and intensive, thorough opportunity for students to further this mission.

Agents of Change

It is imperative that Capital Preparatory Magnet School students gain experience as agents of change. Students will participate in a “season” long course in which they explore the characteristics of an agent of change. They will apply these skills by taking part in, and when applicable, implementing school programs, community events, and organizational meetings.

Better Habits of Citizenship

Students will have the opportunity to participate in a program that will last for the sports season.

This program will count towards a student's mandatory sports requirement provided that this student participates in another physical sport and meets all the requirements listed in the school's program syllabus. Upon completion of this program students must provide evidence of meeting the criteria listed on the next page. They will document this using a summative reflection for their portfolio.

Collaborative Leaders & Motivated Organizers

Students as collaborative leaders will:

- 1. Apply rules, procedures, etiquette and good citizenship while participating in a variety of group activities*
- 2. Demonstrate leadership, cooperation and characteristics of inclusion of all participants despite background (gender, gender expression/identity, sexual orientation, ethnicity, religious background, socioeconomic background, and physical ability)*
- 3. Demonstrate ability to follow rules, expectations and meet minimum requirements of an intensive extracurricular commitment*

Students as motivated organizers will:

- 1. Explore and reflect upon social justice essential questions outlined for grade-level in CPMS Blueprint*
- 2. Gain fluency in social justice issues specifically related to the including*

Life-long Agents of Change

Students as life-long agents of change will:

- 1. Explore and reflect upon social justice essential questions outlined for grade-level in CPMS Blueprint*
- 2. Gain fluency in social justice issues specifically related to the inclusion and acceptance of people of all backgrounds*
- 3. Make decisions and implement plans to organize and host*
 - a. Group activities within the program*
 - b. Individual and group events within the school community*
 - c. Programs/workshops/conferences within the local community*
- 4. Research, prepare, and implement strategies to promote awareness and acceptance of other perspectives*
- 5. Learn how to develop a safe-space in which all students feel welcome and included*

Structure & Curriculum

Community Internships

Student-athlete who have sport requirement that impact internship availability must set up an

after-school internship with a local organization that focuses on social justice/human rights. Students will be encouraged to get involved with organizations focused on various areas of social justice including, but not limited to GLBT rights, such as True Colors, GLHC (Gay & Lesbian Health Collective in Hartford), local GLSEN, HRC, and/or NOW chapters. However, they may choose a different organization with the approval of the faculty advisors. Students must attend this internship position for at least 6 hours a week. They will be required to maintain a record of their hours and activities and have it signed by their supervisor at the internship each week.

Requirements for Participation

The participating members must maintain the academic, behavioral, and attendance standards in the Capital Prep Student-Athlete handbook. Faculty advisors will keep attendance and academic records for all students. They will also be in communication with each student's parents and internship supervisors regarding their progress.

Healthy Body

An essential part of our program is helping students to maintain a healthy mind and body. To achieve this, faculty advisors will plan and organize mandatory bi-weekly excursions for all students in the program. These excursions will have students participating in athletic and team-building activities.

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

Capital Prep is a training school. Our public face has brought hundreds of visitors from throughout the country and region to participate in the process of education that we are exploring. We invite schools locally and nationally to come in and share what we know about effectively sending students to college.

Finally, in reaction to the overwhelming response that we have gotten over the past few years, we have sought to operationalize what and how we do so as to provide our colleagues with take-away documents and manuals.

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

Our school's two greatest challenges are maintaining our white student enrollment and increasing our standardized test scores as we grow at approximately 200 students per year.

We are open to exploring the ways in which the CSDE may support our school in meeting these challenges through enhanced professional development opportunities or specific technical assistance. We have seen other schools have success in areas of growth and the maintenance of success

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

Student Information																
2012-2013 Applications for the SY 2013-2014																
name	District	PK3	PK4	KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
atory																
chool																
1	BERLIN	1	0	0	0	1	0	0	0	0	0	0	#	0	0	0
	BLOOMFIELD	16	12	5	8	11	13	6	13	0	0	0	#	0	0	0
	BRIDGEPORT	0	0	0	0	0	0	0	1	0	0	0	#	0	0	0
	BRISTOL	0	2	1	2	1	1	1	1	0	0	0	#	0	0	0
	BURLINGTON	0	1	0	0	0	1	0	1	0	0	0	#	0	0	0
	CROMWELL	0	0	2	0	0	0	0	0	0	0	0	#	0	0	0
	EAST GRANBY	0	1	1	1	0	0	0	0	0	0	0	#	0	0	0
	EAST HARTFORD	16	18	25	18	15	21	##	9	0	0	0	#	0	0	0
	EAST HAVEN	0	0	0	2	0	0	0	0	0	0	0	#	0	0	0
	EAST WINDSOR	0	0	0	0	1	2	1	2	0	0	0	#	0	0	0
	ELLINGTON	0	2	0	0	0	1	0	0	0	0	0	#	0	0	0
	ENFIELD	1	0	1	2	1	1	1	1	0	0	0	#	0	0	0
	FARMINGTON	1	0	0	0	0	0	0	0	0	0	0	#	0	0	0
	GLASTONBURY	0	1	0	0	0	0	0	0	0	0	0	#	0	0	0
	GRANBY	1	0	0	0	0	0	0	0	0	0	0	#	0	0	0
	GROTON	0	0	0	0	0	0	1	0	0	0	0	#	0	0	0
	HARTFORD	94	107	155	75	61	60	##	67	0	0	0	#	0	0	0
	MANCHESTER	6	12	12	8	11	10	9	10	0	0	0	#	0	0	0
	MERIDEN	0	1	0	2	1	0	0	1	0	0	0	#	0	0	0
	MIDDLETOWN	2	4	7	6	5	2	5	6	0	0	0	#	0	0	0
	NAUGATUCK	0	0	0	0	0	0	1	0	0	0	0	#	0	0	0
	NEW BRITAIN	7	6	15	5	9	6	6	12	0	0	0	#	0	0	0
	NEWINGTON	2	0	0	0	1	1	2	2	0	0	0	#	0	0	0
	NORWICH	0	0	1	0	1	0	0	1	0	0	0	#	0	0	0
	PLAINVILLE	0	1	0	1	0	0	0	0	0	0	0	#	0	0	0
	PORTLAND	0	1	0	0	0	0	0	0	0	0	0	#	0	0	0
	ROCKY HILL	1	1	1	0	0	1	0	2	0	0	0	#	0	0	0
	SOUTH WINDSOR	0	0	0	1	0	0	0	0	0	0	0	#	0	0	0
	SOUTHINGTON	1	1	0	0	2	0	3	1	0	0	0	#	0	0	0
	TOLLAND	0	0	2	0	0	0	0	0	0	0	0	#	0	0	0

VERNON	2	1	5	1	4	3	4	0	0	0	0	#	0	0	0
WEST HARTFORD	6	5	3	5	1	0	0	4	0	0	0	#	0	0	0
WETHERSFIELD	1	0	0	0	0	0	0	1	0	0	0	#	0	0	0
WINCHESTER	0	0	0	0	0	0	0	1	0	0	0	#	0	0	0
WINDHAM	0	1	0	0	0	0	0	0	0	0	0	#	0	0	0
WINDSOR	9	13	13	6	5	4	##	11	0	0	0	#	0	0	0
WINDSOR LOCKS	1	0	0	0	2	0	0	1	0	0	0	#	0	0	0
Total	168	191	249	###	##	###	##	###	0	0	0	#	0	0	0

name	District	PK3	PK4	KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
atory																
chool																
	AVON	0	0	0	0	0	0	0	0	0	0	0	#	0	0	0
	BERLIN	0	0	0	0	0	0	0	0	1	0	0	#	0	0	0
	BLOOMFIELD	0	0	0	0	0	0	0	0	10	4	8	#	2	3	0
	BRIDGEPORT	0	0	0	0	0	0	0	0	0	0	0	#	0	0	0
	BRISTOL	0	0	0	0	0	0	0	0	2	1	3	#	1	1	0
	BURLINGTON	0	0	0	0	0	0	0	0	0	0	1	#	0	0	0
	COVENTRY	0	0	0	0	0	0	0	0	0	0	0	#	0	1	0
	EAST GRANBY	0	0	0	0	0	0	0	0	0	0	1	#	0	0	0
	EAST HAMPTON	0	0	0	0	0	0	0	0	0	0	0	#	1	0	0
	EAST HARTFORD	0	0	0	0	0	0	0	0	18	17	9	#	14	7	1
	EAST WINDSOR	0	0	0	0	0	0	0	0	1	0	0	#	0	0	0
	ENFIELD	0	0	0	0	0	0	0	0	0	0	0	#	1	0	0
	FARMINGTON	0	0	0	0	0	0	0	0	0	0	1	#	0	0	0
	GLASTONBURY	0	0	0	0	0	0	0	0	0	0	1	#	2	0	0
	HAMDEN	0	0	0	0	0	0	0	0	0	0	0	#	0	0	0
	HARTFORD	0	0	0	0	0	0	0	0	61	44	48	#	37	18	7
	HEBRON	0	0	0	0	0	0	0	0	1	0	0	#	0	0	0
	LITCHFIELD	0	0	0	0	0	0	0	0	0	0	0	#	0	0	0
	MANCHESTER	0	0	0	0	0	0	0	0	7	5	5	#	0	3	1
	MERIDEN	0	0	0	0	0	0	0	0	1	0	0	#	4	0	0
	MIDDLETOWN	0	0	0	0	0	0	0	0	6	0	1	#	3	0	0
	NAUGATUCK	0	0	0	0	0	0	0	0	1	0	0	#	0	0	0
	NEW BRITAIN	0	0	0	0	0	0	0	0	16	7	10	#	2	4	0
	NEW LONDON	0	0	0	0	0	0	0	0	0	0	0	#	0	0	0
	NORWICH	0	0	0	0	0	0	0	0	0	1	0	#	0	0	0
	OXFORD	0	0	0	0	0	0	0	0	1	0	0	#	0	0	0

PORTLAND	0	0	0	0	0	0	0	0	0	0	0	#	0	0	0
SOMERS	0	0	0	0	0	0	0	0	0	0	0	#	0	0	1
SOUTH WINDSOR	0	0	0	0	0	0	0	0	1	1	0	#	1	0	0
SOUTHINGTON	0	0	0	0	0	0	0	0	2	0	0	#	0	0	0
SUFFIELD	0	0	0	0	0	0	0	0	1	0	0	#	0	0	0
TOLLAND	0	0	0	0	0	0	0	0	0	2	0	#	0	0	0
VERNON	0	0	0	0	0	0	0	0	1	0	0	#	1	0	0
WALLINGFORD	0	0	0	0	0	0	0	0	0	0	0	#	0	0	0
WATERBURY	0	0	0	0	0	0	0	0	1	0	0	#	0	1	0
WEST HARTFORD	0	0	0	0	0	0	0	0	3	2	1	#	3	0	0
WETHERSFIELD	0	0	0	0	0	0	0	0	0	0	0	#	0	1	0
WINDHAM	0	0	0	0	0	0	0	0	0	0	0	#	0	2	0
WINDSOR	0	0	0	0	0	0	0	0	7	6	4	#	1	4	1
WINDSOR LOCKS	0	0	0	0	0	0	0	0	0	0	0	#	0	0	0
Total	0	###	90	93	#	73	45	11							

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

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
Capital Preparatory Magnet School – Lower School Program	PK3 – 3 Years Old	BLOOMFIELD	0	0	0	10	0	3	12
		EAST HARTFORD	1	1	0	13	0	1	13
		ENFIELD	1	0	0	0	0	1	1
		HARTFORD	20	1	2	51	0	10	63
		MANCHESTER	0	0	2	2	0	2	6
		MIDDLETOWN	1	0	0	1	0	1	2
		NEW BRITAIN	3	1	0	4	0	3	6

	ROCKY HILL	0	0	0	1	0	0	1
	VERNON	1	0	0	2	0	0	2
	WEST HARTFORD	0	0	0	0	0	1	1
	WETHERSFIELD	0	0	0	1	0	0	1
	WINDSOR	1	0	1	6	0	0	7
PK4 – 4 Years Old	BLOOMFIELD	2	0	0	11	0	0	11
	EAST GRANBY	0	0	0	1	0	1	1
	EAST HARTFORD	3	0	0	14	0	3	16
	HARTFORD	26	6	1	55	1	18	77
	MANCHESTER	2	1	0	7	0	3	10
	MERIDEN	1	0	0	1	0	0	1
	MIDDLETOWN	1	0	0	2	0	1	3
	NEW BRITAIN	3	0	1	3	0	3	5
	ROCKY HILL	0	0	1	0	0	0	1
	VERNON	0	0	0	1	0	1	1
	WEST HARTFORD	1	0	0	2	0	0	2
	WINDSOR	1	0	0	10	0	2	11
Kindergarten	BLOOMFIELD	0	0	0	4	0	0	4
	EAST HARTFORD	5	0	0	13	0	7	20
	HARTFORD	15	3	0	30	1	8	40
	MANCHESTER	1	0	0	8	0	1	9
	MIDDLETOWN	0	0	0	4	0	0	4
	NEW BRITAIN	4	1	1	7	0	2	11
	ROCKY HILL	0	0	0	0	0	1	1
	VERNON	0	0	0	3	0	1	4
	WINDSOR	2	0	1	12	0	1	12
Grade 1	BLOOMFIELD	0	0	0	6	0	0	6
	BRISTOL	1	0	0	0	0	1	1
	EAST GRANBY	0	0	1	0	0	0	1
	EAST HARTFORD	0	0	1	11	0	3	14
	EAST HAVEN	0	0	0	2	0	0	2
	ENFIELD	0	0	0	2	0	0	2
	HARTFORD	6	0	1	29	2	1	33
	MANCHESTER	2	0	0	6	0	2	8
MERIDEN	1	0	0	2	0	0	2	

	MIDDLETOW N	0	0	0	6	0	0	6
	NEW BRITAIN	1	0	0	3	0	1	3
	PLAINVILLE	1	0	0	0	0	1	1
	SOUTH WINDSOR	0	0	0	0	0	1	1
	VERNON	0	0	0	1	0	0	1
	WEST HARTFORD	0	0	1	4	0	0	4
	WINDSOR	1	0	0	5	0	0	5
Grade 2	BERLIN	0	0	0	0	0	1	1
	BLOOMFIELD	1	0	0	9	0	1	10
	BRISTOL	1	0	0	0	0	1	1
	EAST HARTFORD	2	0	0	12	0	2	14
	EAST WINDSOR	0	0	0	0	0	1	1
	ENFIELD	0	0	0	1	0	1	1
	HARTFORD	11	0	2	27	0	8	36
	MANCHESTE R	3	0	1	9	0	1	11
	MERIDEN	0	0	0	1	0	0	1
	MIDDLETOW N	1	0	0	3	1	0	4
	NEW BRITAIN	3	0	1	5	0	1	7
	NEWINGTON	0	0	0	0	0	1	1
	NORWICH	1	0	0	1	0	0	1
	SOUTHINGTO N	0	0	1	1	0	0	2
	VERNON	1	0	0	2	0	2	4
	WEST HARTFORD	0	0	0	0	0	1	1
	WINDSOR	1	0	0	4	0	1	5
	WINDSOR LOCKS	0	0	0	1	0	1	1
Grade 3	BLOOMFIELD	1	0	0	12	0	2	12
	EAST HARTFORD	8	2	2	13	0	8	21
	EAST WINDSOR	0	0	0	2	0	0	2
	ENFIELD	0	0	0	1	0	0	1
	HARTFORD	18	2	0	35	2	11	50
	MANCHESTE R	3	1	0	9	0	2	9
	MIDDLETOW N	0	0	1	1	0	0	2
	NEW BRITAIN	1	0	0	2	0	1	3

	ROCKY HILL	0	0	0	1	0	0	1	
	VERNON	0	0	1	1	0	0	2	
	WINDSOR	0	0	0	4	0	0	4	
Grade 4	BLOOMFIELD	1	0	0	6	0	0	6	
	EAST HARTFORD	3	0	0	8	0	4	12	
	EAST WINDSOR	0	0	0	0	0	1	1	
	ENFIELD	0	0	0	1	0	0	1	
	HARTFORD	14	4	0	40	1	7	53	
	MANCHESTER	4	1	0	7	0	4	9	
	MIDDLETOWN	0	0	0	4	0	1	5	
	NAUGATUCK	0	0	0	1	0	0	1	
	NEW BRITAIN	4	0	0	2	0	4	6	
	NEWINGTON	0	0	0	2	0	0	2	
	SOUTHINGTON	0	0	0	0	0	1	1	
	VERNON	0	0	0	2	0	2	4	
	WINDSOR	2	0	1	9	0	3	13	
	Grade 5	BLOOMFIELD	0	0	0	12	0	0	12
		BRISTOL	0	0	0	1	0	0	1
BURLINGTON		0	0	0	0	0	1	1	
EAST HARTFORD		2	0	0	5	0	2	7	
EAST WINDSOR		1	1	0	2	0	1	2	
ENFIELD		0	0	0	1	0	0	1	
HARTFORD		19	6	1	40	2	13	54	
MANCHESTER		2	0	0	8	0	0	8	
MERIDEN		1	0	0	1	0	0	1	
MIDDLETOWN		2	0	1	3	0	2	5	
NEW BRITAIN		5	1	0	4	0	6	8	
NEWINGTON		0	0	0	0	0	1	1	
NORWICH		1	0	0	1	0	0	1	
ROCKY HILL		0	0	0	2	0	0	2	
SOUTHINGTON		0	0	1	0	0	0	1	
WEST HARTFORD		1	0	0	2	0	2	3	
WETHERSFIELD		0	0	0	1	0	0	1	
WINDSOR		2	1	0	9	0	2	10	
WINDSOR	0	0	0	1	0	1	1		

		LOCKS							
Total			228	33	27	688	10	190	892

school_name	Grade_Name	District	Hispanic	American Indian/Alaskan Native	Asian	Black/African American	Native Hawaiian or Other Pacific Islander	White	Total
Capital Preparatory Magnet School – Upper School Program	Grade 6	BERLIN	0	0	0	1	0	0	1
		BLOOMFIELD	1	0	0	4	0	0	4
		EAST HARTFORD	3	1	1	7	0	2	11
		HARTFORD	0	0	0	1	0	0	1
		MANCHESTER	0	1	1	2	0	1	3
		MERIDEN	0	0	0	0	0	1	1
		MIDDLETOWN	1	0	0	2	1	0	3
		NEW BRITAIN	7	0	0	1	0	9	10
		VERNON	0	0	0	1	0	0	1
		WINDSOR	0	0	0	4	0	0	4
	Grade 7	BLOOMFIELD	1	0	0	4	0	1	4
		BRISTOL	0	0	0	0	0	1	1
		EAST HARTFORD	4	0	0	10	0	3	13
		HARTFORD	4	1	0	11	0	1	13
		MANCHESTER	1	0	0	4	0	1	5
		NEW BRITAIN	4	1	1	5	0	2	7
		NORWICH	1	0	0	1	0	0	1
		SOUTH WINDSOR	0	0	1	0	0	0	1
		TOLLAND	0	0	0	1	0	1	1
		WEST HARTFORD	1	1	0	0	0	1	2
	WINDSOR	1	1	0	2	0	2	4	
Grade 8	BLOOMFIELD	0	0	0	6	0	0	6	
	BRISTOL	0	0	0	1	0	0	1	
	EAST GRANBY	0	0	0	1	0	0	1	

	EAST HARTFORD	0	0	1	7	0	1	9	
	FARMINGTON	0	0	1	0	0	0	1	
	GLASTONBURY	0	0	0	1	1	1	1	
	HARTFORD	14	2	0	26	2	7	36	
	MANCHESTER	2	0	0	2	0	2	3	
	MIDDLETOWN	0	0	1	0	0	0	1	
	NEW BRITAIN	3	0	0	6	0	2	8	
	WEST HARTFORD	1	0	0	0	0	1	1	
	WINDSOR	0	0	0	3	0	1	4	
Grade 9	BLOOMFIELD	0	0	1	7	0	1	7	
	BRISTOL	0	0	0	1	0	0	1	
	EAST HARTFORD	2	0	0	5	0	0	5	
	HARTFORD	12	1	0	28	1	6	38	
	MANCHESTER	3	0	0	7	0	1	8	
	MERIDEN	0	0	0	1	0	1	2	
	MIDDLETOWN	1	0	0	3	0	2	5	
	NEW BRITAIN	3	0	1	5	0	2	7	
	NEW LONDON	0	0	0	1	0	0	1	
	PORTLAND	0	0	0	0	0	1	1	
	SUFFIELD	0	0	0	1	0	0	1	
	WEST HARTFORD	1	0	1	0	0	1	1	
	WETHERSFIELD	0	0	0	1	0	0	1	
	WINDHAM	0	0	0	1	0	0	1	
	WINDSOR	0	0	0	2	0	0	2	
	WINDSOR LOCKS	0	0	0	1	0	0	1	
	Grade 10	BLOOMFIELD	0	0	0	2	0	0	2
		EAST HARTFORD	3	0	0	8	0	3	10
		GLASTONBURY	0	0	0	1	0	0	1
		HARTFORD	13	2	0	20	0	7	29
MERIDEN		3	0	0	1	0	3	4	
MIDDLETOWN		1	0	0	0	0	1	1	
NEW BRITAIN		0	0	0	2	0	0	2	

	WEST HARTFORD	0	0	0	1	0	0	1
	WINDSOR	0	0	0	1	0	0	1
Grade 11	BLOOMFIELD	0	0	0	3	0	0	3
	BRISTOL	0	0	0	1	0	0	1
	COVENTRY	0	0	0	0	0	1	1
	EAST HARTFORD	3	0	0	4	0	2	5
	HARTFORD	3	1	0	11	0	3	14
	MANCHESTER	0	0	0	3	0	0	3
	NEW BRITAIN	1	0	0	1	0	0	1
	WETHERSFIELD	0	0	0	0	0	1	1
	WINDHAM	2	0	0	0	0	2	2
	WINDSOR	0	0	0	3	0	0	3
	Grade 12	EAST HARTFORD	0	0	0	0	0	1
HARTFORD		1	0	0	2	0	1	3
MANCHESTER		0	0	0	1	0	0	1
Total		101	12	10	243	5	81	335

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.



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. 10-264l(d)
CFDA #: None
SDE Project Code: SDE000000000002

Grant Number: 064-000 11000-17057-2014-82062-170031-SDE00134

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: \$5,273,816

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
Grantee Name: HARTFORD
Title: MAGNET SCHOOL OPERATING
Project Title: CAPITAL PREPARATORY MAGNET SCHOOL
Fund: 11000 SPID: 17057 Year: 2014 PROG: 82062 CF1: 170031 CF2: SDE00134
Grant Period: 7/1/2013 - 6/30/2014 Authorized Amount: \$5,273,816
Project Code: SDE000000000002

Funding Status: Final

Vendor ID: 00064

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$5,273,816

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	154,541
111B	INSTRUCTIONAL	2,232,797
112A	EDUCATION AIDES	
112B	CLERICAL	58,873
119	OTHER	1,215,340
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	1,075,085
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	
325	PARENT ACTIVITIES	5,100
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
510	STUDENT TRANSPORTATION SERVICES	55,000
530	COMMUNICATIONS	15,200
560	TUITION	66,100
580	TRAVEL	1,000
590	OTHER PURCHASED SERVICES	114,253
611	INSTRUCTIONAL SUPPLIES	18,424
	ADMINISTRATIVE SUPPLIES	4,500
	OTHER SUPPLIES	90,877
700	PROPERTY	150,200
890	OTHER OBJECTS	16,526
940	INDIRECT COSTS (Prior FY2015)	
	TOTAL	\$5,273,816

Original Request Date: 9/4/2013

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

Magnet School Name: Capital Prep Magnet

District/School Code: 064

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	\$5,273,816
	xxxx Other State Grants (please list below)	
	Priority School Districts	\$87,000
221	xxxx Other Federal Grants	
	Title I, Improving Basic Programs	\$116,402
	Title II, Part A Teachers	\$10,065
222	1920 Contributions	
226	xxxx Other Sources of Revenue (list below, include tuition if	
	Hartford Foundation for Public Giving	\$1,500
	Fee Collection Before/After Care	\$48,918
	Tuition Billing- Special Education	\$136,000
	General Funds	\$2,593,722
299	Total	\$8,267,423

Magnet School Name: Capital Preparatory Magnet School

District/School Code: 064- 69

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)	Total * (Col. 1)	Salaries (Col. 2)	Employee Benefits (Col. 3)	Purchased Services (Col. 4)	Supplies (Col. 7)	Property (Col. 8)	Other (Col. 9)	OBJECT **	
1202	1000	Program Expenditures	5,507,772	3,543,654	1,388,376	200,710	168,474	194,475	12,083		
1203	2100	Support Services - Students	343,979	313,745	21,887	2,011	6,336	0	0		
1204	2200	Improvement of Instructional Services	9,065	736	0	3,529	4,800	0	0		
1205	2300	Support Services - General Admin.	43,318	41,877	0	1,441	0	0	0		
1206	2400	School Based Administration	1,328,287	1,198,516	89,059	23,672	13,988	0	3,052		
1207	2600	Operation and Maintenance of Plant Svc.	529,387	229,810	1,865	41,606	254,906	1,200	0		
1208	2700	Student Transportation Services *	15,838	0	0	15,748	0	0	90		
1209	2500 2900	Support Services	53,369	0	0	53,369	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		TOTAL	7,831,015	5,328,338	1,501,187	342,086	448,504	195,675	15,225		

* 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

MColman:
 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.