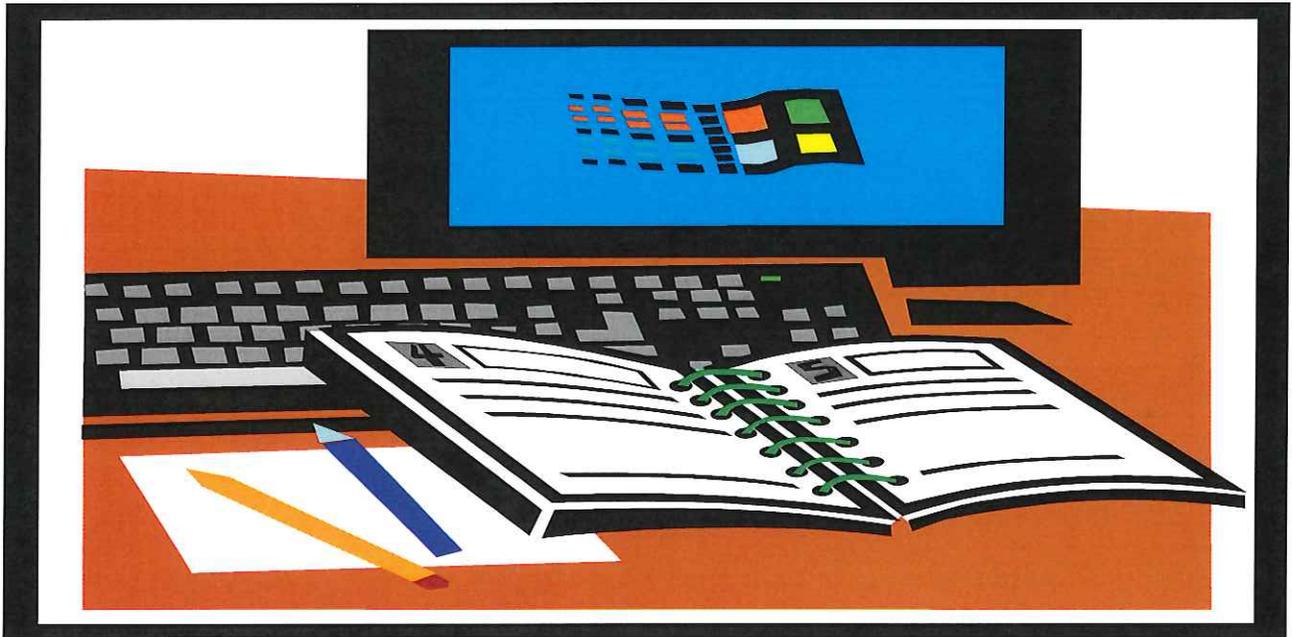




Classical Annual Report



2013-2014

Classical Magnet School

Name of School

85 Woodland Street, Hartford, CT 06105

Address

(860) 695-9101

Phone

zgordon@hartfordschools.org

E-Mail

Dr. Zandralyn Gordon

Director or Principal

Participating (formally) School Districts

Avon, Berlin, Bloomfield, Bolton, Bristol, Burlington,

Columbia, Coventry, East Hampton, East Hartford,

East Windsor, Enfield, Essex, Farmington, Glastonbury,

Granby, Hartford, Manchester, Marlborough, Meriden,

Middlefield, Middletown, New Britain, Plainville, Plantsville,

Plymouth, Portland, Rocky Hill, Simsbury, South Windsor,

Southington, Suffield, Tolland, Vernon, Waterbury, West Hartford

Wethersfield,

Wethersfield, Winchester, Windham, Windsor, Windsor Locks



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Information for Statewide Policymakers

2013-14 continued to be a year of unprecedented inquiry into statewide inter-district 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)**

Classical Magnet School's recruitment efforts continue to grow to ensure a diverse student body. The recruiting brochure was translated into multiple languages in order to attract families who may not have been informed about the program previously. We continue to travel to a number of towns to recruit students. Classical has developed a strong reputation and is respected by those who are familiar with and those who have participated in the program. Our reputation translates into sustained interest and a demand for the school.

The Recruiter, Principal along with staff, students and parents made numerous visits to area schools and recruitment fairs. The school also held its own recruiting fair where students, parents and staff shared experiences and helped to answer questions. In addition, advertisements on National Public Radio and on the school's website, www.classicalmagnet.org, helped to reach a wider audience. The Regional School Choice Office was instrumental in organizing events across the Greater Hartford area. Prospective students were invited for Open Houses and visitation days. The Open Houses were particularly effective as they provided families with the opportunities to speak directly with faculty, parents and students of the Classical community. They also were able to tour the school facilities.

Mailings and phone calls were made to encourage accepted students to enroll at Classical. In addition, orientation/welcome sessions were held in May for each grade to provide accepted students with more information about the school.

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

Classical Magnet worked closely with the district to train and support teachers in implementing the TeachScape evaluation protocol. All classroom teachers and school counselors were evaluated using this evaluation

instrument. Ongoing pre-conference and post-conference reflections provided opportunities for teachers to focus on weak areas and receive feedback from administration. Teachers received additional support during professional development time at each stage of the process. This will translate into the best education for all students and support the Paideia philosophy that is the bedrock of the school – “The Best Education for All.”

MAP (Measures of Academic Progress) formative testing, designed by the Northwest Evaluation Association (NWEA) was administered three times during the school year —September, January, and May—. This test is aligned to the Common Core Standards and designed to identify progress and track growth areas throughout the year in Reading, Mathematics, and Language Usage. Professional development helped teachers analyze and review the data and develop strategies for improvement. Team-based professional development guided teachers in developing Student Learning Goals (SLOs) that they tracked for the entire year. The success of these instructional goals fostered collaboration among the teams.

In September, new teachers received professional development in the Paideia philosophy. Paideia is the bedrock of our school and the basis on which the mission and magnet theme expectations were developed. Returning teachers were given an initial refresher, and monthly department meetings devoted to Paideia implementation and alignment with our curriculum and assessment rubrics.

Within the Paideia framework, a central tenet is that administrators are educators, not simply managers, and our interpretation of this belief entails administrators spending time in the classrooms beyond observation and evaluation. Throughout the school year, our intention is to instruct units of learning, in conjunction with the host teachers, in order to connect students, administrators, and teachers more closely in the classroom.

Finally, staff led professional development focused on using technology as a tool for instruction. Professional development, held in the computer labs, provided hands-on experience for all teachers. A wireless laptop laboratory for classroom instruction and standardized assessments helped to increase the staff and student access to technology in the school.

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.

At Classical we believe that all students deserve a quality liberal arts education which will lead to the opportunity to attend college. The Classical Community believes that all students benefit not only from a rigorous college preparatory curriculum, but also from an extended day program that offers students the opportunity to develop talents and interests (in the arts, music, sports and theatre) that go beyond the regular school day. The Classical Community believes that students have a better opportunity for learning in classrooms rich in diversity, and that students learn best when engaged in active learning (coaching or seminars). The academic expectations and values are firmly rooted in antiquity, forming a cohesive bridge between the ancient past and the modern world. Classical has these high expectations for all students which are ensured through heterogeneous grouping. We also have active, hands on curriculum through Paideia that engages staff in professional learning discussions around teaching and learning.

Students study the classical sources of eloquence found in rhetoric, Latin, literature, philosophy, mathematics and science. The integrated curriculum utilizes the Paideia method of instruction which emphasizes active student learning. Classical Magnet School teachers serve as coaches as students work cooperatively on intellectual projects and engage in seminars around authentic text. Examples of group projects and seminars that students have pursued include the tenth grade Holocaust project. The students set up a Holocaust museum in the school and invited other grades and parents to participate in a guided tour by

the students and learn about the Holocaust. The eleventh grade philosophy class recently completed a comparative seminar on Martin Luther King, Malcolm X, and Socrates. Here the students evaluated the approach toward injustice of each of these individuals. Other coached projects include: Grade 9: Election and The Day in the Ancient World

Grade 10: Crimes Against Humanity & The Renaissance Faire

Grade 11: Innovation and Identity in Early 20th Century America

Culture & Counterculture in 1960s America

These projects and seminars represent one means by which our students have the opportunity to apply their knowledge and skills. Additionally, there is a unique democratic decision-making model in place at Classical; no major decision is implemented without regard to the mission statement. Faculty, Parent, and Student Senates, as well as a Student Life Committee, a Curriculum, Instruction, and Assessment Committee, and a Governance Committee have a say in each and every decision through a formal review and voting process. Also any member of the Classical Community can generate a proposal for consideration by the Governance Council's consideration.

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

Many members of the Classical Magnet Faculty have been called upon to serve as presenters for district-wide professional development, sharing best practices at Classical. Two of our teachers have served as Teachers in Residence for Hartford Public Schools. Our teachers have also served on district-wide curriculum writing committees. The school welcomes interns to practice teaching with some of our best teachers; also schools have often sent new teachers to observe some of our expert English teachers.

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.

The greatest challenge facing Classical Magnet at this time is the number of students at risk in reading and math particularly in the middle school. Although our data shows modest overall averages there is a wide disparity in reading and math scores and minority students are still falling behind their suburban peers. The new administration is fully aware of this achievement gap and is making effort to address the problem. However, this year, there are budget constraints making it impossible to hire tutors to assist these students at risk.

Another area of concern is the need to equip a computer lab with working computers. With 700 students in the school and the growing need to complete online assessments like MAP and SBAC within the assigned windows it is becoming increasingly burdensome on the school to efficiently complete these assessments.

The best way that the CSDE can support our school in meeting this challenge is to continue to work with us, with the Regional School Choice Office, with the Sheff plaintiffs, and with other partners in school choice to develop, implement, and monitor solutions for achieving a balanced student body that does not force us to sacrifice our budget or programming.

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

School 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
Classical Magnet School	AVON	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
	BERLIN	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
	BLOOMFIELD	0	0	0	0	0	0	0	0	6	2	4	6	1	2	0
	BRISTOL	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0
	COLUMBIA	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
	COVENTRY	0	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	0
	EAST HARTFORD	0	0	0	0	0	0	0	0	3	2	0	6	2	2	1
	EAST WINDSOR	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
	ESSEX	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
	FARMINGTON	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
	GLASTONBURY	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0
	GRANBY	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
	HARTFORD	0	0	0	0	0	0	0	0	39	21	21	43	12	13	2
	MANCHESTER	0	0	0	0	0	0	0	0	5	5	1	2	1	0	0
	MERIDEN	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
	MIDDLEFIELD	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
	MIDDLETOWN	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0
	NEW BRITAIN	0	0	0	0	0	0	0	0	14	1	1	0	5	0	0
	PLAINVILLE	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
	PLYMOUTH	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
	PORTLAND	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0
	ROCKY HILL	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0
	SIMSBURY	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
	SUFFIELD	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
	TOLLAND	0	0	0	0	0	0	0	0	1	1	0	3	0	0	0
	VERNON	0	0	0	0	0	0	0	0	1	2	0	0	1	0	1
	WEST HARTFORD	0	0	0	0	0	0	0	0	1	0	2	4	0	0	0
	WETHERSFIELD	0	0	0	0	0	0	0	0	1	0	0	2	0	0	0
	WINCHESTER	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
	WINDHAM	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
	WINDSOR	0	0	0	0	0	0	0	0	2	2	1	5	1	0	1
WINDSOR LOCKS	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	
Total		0	83	38	35	80	29	20	5							

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

Identifying 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
Classical Magnet School	Grade 7	BLOOMFIELD	0	0	0	2	0	0	2
		EAST HARTFORD	1	0	0	1	0	1	2
		HARTFORD	2	0	0	6	0	3	9
		MANCHESTER	1	0	0	3	0	2	4
		NEW BRITAIN	0	0	0	1	0	0	1
		WINDSOR	1	0	0	1	0	0	1
	Grade 8	BLOOMFIELD	1	0	0	3	0	0	3
		HARTFORD	2	1	0	13	0	2	16
		WINDSOR	0	0	0	1	0	0	1
	Grade 9	BLOOMFIELD	0	0	0	3	0	0	3
		EAST HARTFORD	1	0	0	2	0	2	4
		HARTFORD	4	0	1	4	0	4	10
		MANCHESTER	0	0	1	0	0	0	1
		WEST HARTFORD	0	0	1	0	0	0	1
		WETHERSFIELD	0	0	0	1	0	1	1
	Grade 10	EAST HARTFORD	1	1	0	0	0	1	1
		HARTFORD	3	0	0	3	0	4	7
		WINDSOR	0	0	0	1	0	0	1
	Grade 11	BLOOMFIELD	0	0	0	1	0	0	1
		EAST HARTFORD	2	0	0	1	0	1	2
		HARTFORD	3	0	0	3	0	3	6
Grade 12	HARTFORD	1	0	0	1	0	1	2	
	VERNON	1	0	0	1	0	0	1	
	WINDSOR	0	1	0	0	0	1	1	
Total			25	3	3	54	0	27	84

Note: Wait list/pool refers to those students not enrolled in your school or another inter-district 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 inter-district 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. 10-264I(d)
 CFDA #: None
 SDE Project Code: SDE000000000002

Grant Number: 064-000 11000-17057-2014-82062-170031-SDE00112

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: \$5,169,384

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: CLASSICAL MAGNET SCHOOL-HARTFORD
Fund: 11000
Grant Period: 7/1/2013 - 6/30/2014
Project Code: SDE000000000002

Funding Status: Final
Vendor ID: 00064
Grantee: 064-000
Year: 2014
PROG: 82062
CF1: 170031
CF2: SDE00112
Authorized Amount: \$5,169,384

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$5,169,384

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	220,445
111B	INSTRUCTIONAL	2,527,845
112A	EDUCATION AIDES	55,298
112B	CLERICAL	326,625
119	OTHER	722,015
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	1,065,054
321	TUTORS	8,150
322	IN SERVICE	1,156
323	PUPIL SERVICES	270
324	FIELD TRIPS	30,189
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	1,934
510	STUDENT TRANSPORTATION SERVICES	29,119
530	COMMUNICATIONS	33,448
560	TUITION	2,170
580	TRAVEL	174
590	OTHER PURCHASED SERVICES	60,445
611	INSTRUCTIONAL SUPPLIES	122
6	ADMINISTRATIVE SUPPLIES	3,826
6	OTHER SUPPLIES	50,216
700	PROPERTY	7,558
890	OTHER OBJECTS	23,325
940	INDIRECT COSTS (Prior FY2015)	
	TOTAL	\$5,169,384

Original Request Date: 9/4/2013

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

Magnet School Name: **GTR Hartford Classical
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	\$5,169,384
	xxxx Other State Grants (please list below)	
	Priority School Districts	\$87,500
221	xxxx Other Federal Grants	
	Title I, Improving Basic Programs	\$130,012
	Title II Part A, Teachers	\$16,657
222	1920 Contributions	
226	xxxx Other Sources of Revenue (list below, include tuition if applicable)	
	Multisource For School	\$1,500
	Tuition Billing- Special Education	\$91,269
	General Funds	\$3,414,740
299	Total	\$8,911,062

Magnet School Name: Classical Magnet School

District/School Code: 064- 64

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)	OBJECT **						
				Salaries (Col. 2)	Employee Benefits (Col. 3)	Purchased Services (Col. 4)	Supplies (Col. 7)	Property (Col. 8)	Other (Col. 9)	
1202	1000	Program Expenditures	6,588,675	4,714,261	1,670,976	122,796	49,200	20,196	11,246	
1203	2100	Support Services - Students	616,241	558,908	51,723	855	4,755	0	0	
1204	2200	Improvement of Instructional Services	136,405	87,492	23,487	18,443	6,983	0	0	
1205	2300	Support Services - General Admin.	46	0	0	46	0	0	0	
1206	2400	School Based Administration	831,053	737,352	43,604	25,039	10,153	1,316	13,589	
1207	2600	Operation and Maintenance of Plant Svc.	662,998	387,597	5,219	7,956	262,226	0	0	
1208	2700	Student Transportation Services *	24,347	0	0	24,307	0	0	40	
1209	2500 2900	Support Services	110,864	54,239	0	56,625	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	8,970,629	6,539,849	1,795,009	256,067	333,317	21,512	24,875	

* 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.