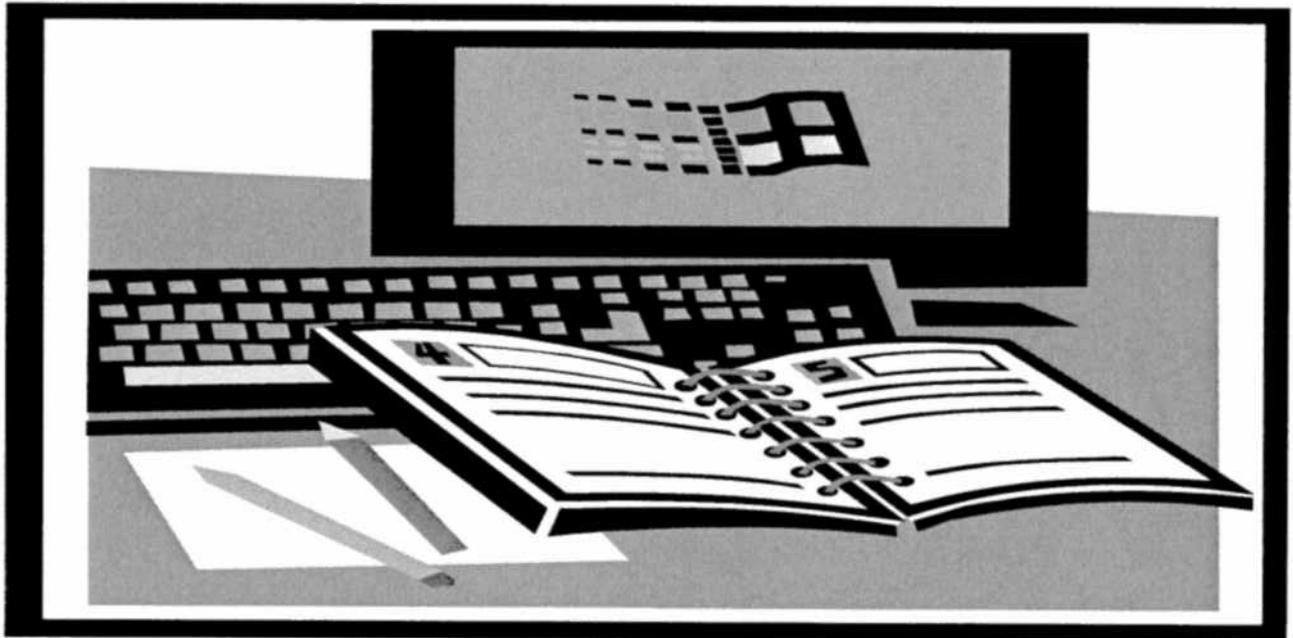


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# **Cooperative Arts & Humanities Interdistrict**

## **Annual Report**



**2013-2014**

Cooperative Arts & Humanities Magnet High School

Name of School

177 College Street, New Haven, CT 06510

Address

203-691-2400

Phone

www.co-opartsandhumanities.org

E-Mail

Frank Costanzo, Principal

Director or Principal

**Participating (formally) School Districts**

New Haven Public Schools, Amity  
Regional, Ansonia, Bethany, Branford,  
Cheshire, Clinton, Derby, East Haven,  
Guilford, Hamden, Madison, Milford,  
Naugatuck, New Haven, North Branford,  
North Haven, Orange, Oxford, Seymour,  
Shelton, Stratford, Wallingford, West  
Haven, Wolcott, and Woodbridge

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commercial neighbors have extended a generous welcome to Co-op and have provided a wide range of opportunities in the form of internships, tickets, discounts, mentorships, and training.

Other programs that are in place provide ongoing home and school communication and support. An active parent team, extensive orientation and Open House meetings, regular contacts between staff and parents, student-led conferences to address academic or behavioral/social concerns, and an expanded guidance and student support team that includes counselors, social worker, psychologist, nurse, and administrative team – these are all part of our extended support process.

A number of committees meet regularly to provide further support. The Curriculum Instruction and Assessment Team (CIAT) includes lead teachers in each department and the Student Staff Support Team (SSST) includes representatives from guidance, special education, nursing, and school administration to deal with students who have specific academic or social/behavioral concerns.

In addition to buses that are provided to all students to and from school, support extends beyond the regular school day in the form of after school programs ranging from academic tutoring and extended library hours to newspaper clubs, art clubs, acting workshops, and music sessions. These have been especially popular among both staff and students, particularly as a chance for students to engage with teachers and with their peers in a relaxed and supportive environment.

We are going into our fourth year of implementing a grade-level Flex advisory program developed by staff and administrators; incoming freshmen meet weekly in smaller groups with a faculty advisor who works on goal-setting with students and provides a support system for students who need help navigating the demands of high school. Upperclassmen also meet weekly within advisory groups, but their curriculum is focused on the college going process; students utilize Naviance as a tool to support their college application process. We believe the Flex Advisory program enables staff to support students more substantively and also gives us a means to determine specific students who need additional help.

Finally, the implementation of the New Haven Promise Scholarship Program throughout NHPS and specifically in Co-Op further promotes a college-going climate in the school. A key part of this program is the scholarship opportunity, an annual award covering full tuition for up to four years to any New Haven resident who graduates from a New Haven Public School, who attends a Connecticut in-state public two-year or four-year college or university, and who meets certain residency, civic behavior, and academic performance criteria. Our arts and academic programs work together to ensure that as many students become eligible for this program as possible.

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

Co-op is unique in Connecticut’s public schools as a venue in which the arts are fully incorporated into the overall school curriculum, with full time certified instructors working in all disciplines. Arts teachers not only collaborate within the various disciplines of the arts program, but frequently collaborate with the rest of the academic curriculum. English teachers often bring visual arts and theatrical elements into their classrooms; dance instructors connect mathematical

and scientific principles to the study of choreography. This interplay between the arts and academics serves to reinforce the magnet theme and provides 'in-house' professional development that strengthens the school community. In addition, the school district provides professional development opportunities on a regular basis and teachers are supported in choosing further outside training in their particular field.

Essential to the success of these academic programs is enabling staff to receive proper training and to have adequate time to plan ways to implement them. We are paying particular attention to school-wide data teams as well as professional development on the differentiation of classroom instruction. We run our school day on a modified block schedule that gives teachers more classroom and planning time to meet these goals.

Our professional development practices expanded in 2013-2014 to include more training for academic and arts teachers on mastery based learning and common core standards. We are focused on planning for an incremental implementation of mastery based learning and a mastery-based diploma system. Members of the leadership team have attended year-long professional development provided through a Nellie Mae Grant and our partnership with the League of Innovative Schools. Co-Op has the potential to be a pioneer in committing to be the first public arts high school in New England that transitions to a mastery-based learning model. We believe that mastery-based learning will prepare our students more fully for college and career success.

**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.**

Under the direction of a strong administrative team, our school has been able to focus on the district's mission to examine student data, look at evidence of student work, set growth goals, and determine best instructional practices that will result in higher achievement levels for all students. The arts faculty continues to pilot and improve the ways in which we measure growth in areas that have traditionally been difficult to quantify, especially in the creative arts area. Our requirement that all students complete an intensive Capstone project related to their arts in their senior year involves students demonstrating their comprehensive understanding of 21<sup>st</sup> century skills and showcases the effectiveness of a combined arts and academic curriculum in educating future leaders. We have developed rubrics in all disciplines and are working to create building-wide rubrics that focus on research, writing, and presentation skills.

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

Co-op administrative and teacher teams have met periodically with central office staff and representatives from other schools to share our approaches to data collection and ways to incorporate our teaching practices into the 21st century competency matrix. Teachers representing each arts discipline meet monthly after school with other teachers from around the district as part of the district CIA department teams to share best practices.

- 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 ongoing challenge in facilitating our students' successful mastery of our school-wide learning goals continues to be the integration and accessibility of technology, especially as the SBAC is now entirely web-based. We are hopeful that we may be able to prioritize the purchase and use of more laptop computers, as well as update the current desktops in our building.

- 6) Provide the number of applications received by grade and town of residence; as of date of lottery.**
- 7) Provide the number of students on wait list/pool by grade, race and residence; as of October 1, 2013, (see note)**

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.



Attachment C-1

Magnet School Name: Co-Operative Arts & Humanities

District/School Code: 00081

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. #										
										OBJECT**
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)	
1202	1000	Program Expenditures	\$5,452,264	3,677,766	756,038	843,813	72,189	102,458	0	
1203	2100	Support Services - Students	\$422,079	295,953	118,381	6,779	946	20	0	
1204	2200	Improvement of Instructional Services	\$262,896	189,535	62,743	5,019	5,311	288	0	
1205	2300	Support Services - General Admin.	\$97,877	52,001	20,800	18,016	7,060	0	0	
1206	2400	School Based Administration	\$601,566	483,780	95,973	9,045	12,516	252	0	
1207	2600	Operation and Maintenance of Plant Svc.	\$947,571	263,470	105,388	256,503	322,057	153	0	
1208	2700	Student Transportation Services	\$21,839	7,558	3,023	11,217	41	0	0	
1209	2500 2900	Support Services	\$259,958	79,778	31,911	147,036	478	755	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	\$0							
1213		TOTAL	\$8,066,051	5,049,841	1,194,258	1,297,428	420,598	103,926	0	

\*\*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.

SCHEDULE 2: Revenue by Source		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxx Other State Grants	\$420,553
	State Magnet Operating Grant	\$2,864,975
	Alliance	
	Priority	
	Bilingual	
	After School	
	School Based Clinic	
	Science Improvement for Reform Districts	
221	xxx Other Federal Grants	\$392,431
	Magnet School Assistance Grant	
	Title 1, Title II, Title III	
	Teacher Incentive Fund	
	Perkins Career and Technical Education	
	IDEA	
	ARRA	
	Common Core Implementation	
	Low Performing Schools	
	Extended Day	
222	1920 Contributions	\$4,340,582
	Local Contributions	
226	xxxx Other Sources of Revenue (list below , include tuition if applicable)	\$47,509
	Private - Buck Grant, 1st Niagra, Gates Foundation, Nellie Mae	
299	Total	\$8,066,051