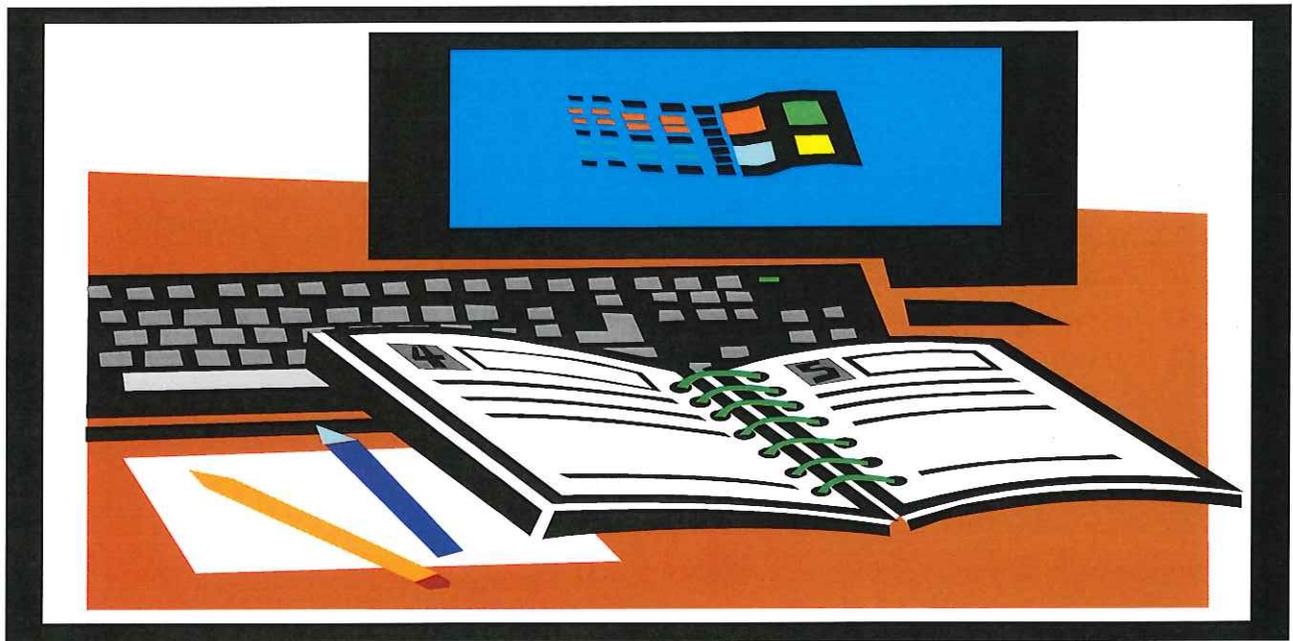


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# RJ Kinsella School of Performing Arts Annual Report



2013-2014

Kinsella Magnet School of Performing Arts

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Name of School

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65 Van Block Avenue Hartford, CT

Address

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860-695-4140

Phone

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[Ken.OBrien@hartfordschools.org](mailto:Ken.OBrien@hartfordschools.org)

E-Mail

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Ken O'Brien

Director or Principal

### **Participating (formally) School Districts**

Amston	Columbia	Harwinton	North Granby	Trenton
Andover	Coventry	Hebron	Plainville	Unionville
Avon	Cromwell	Kensington	Plantsville	Vernon
Berlin	Danbury	Killingsworth	Portland	Wallingford
Bloomfield	East Berlin	Manchester	Rockville	Waterbury
Bolton	East Granby	Marborough	Rocky Hill	Weatogue
Bridgeport	East Hampton	Meriden	Simsbury	West Granby
Bristol	East Hartford	Middle Haddam	South Glastonbury	West Hartford
Borad Brook	East Windsor	Middletown	South Windsor	West Haven
Brooklyn	Ellington	Moosup	Southington	West Simsbury
Burlington	Enfield	Naugatuck	Storrs	West Suffield
Canton	Farmington	New Britain	Tariffville	Westbrook
Chester	Glastonbury	New Milford	Terryville	Wethersfield
Colchester	Granby	Newington	Tolland	Willimantic
Collinsville	Hartford	North Andover	Torrington	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)

During the 2013-2014 recruitment season, Kinsella Magnet School of Performing Arts was represented at four Hartford district recruitment fairs, numerous suburban recruitment fairs, and two recruitment events at the XL Center during Wolf Pack Games. At these fairs, prospective parents and their children were given information about the school’s policies, academic programming, and thematic integration. Additionally, Kinsella Magnet School offered 12 ‘Open House’ events at the school. At these Open House events, parents were given additional information about the school along with tours of the facility. Many of these Open House events correlated with our performance schedule allowing the families to see a production first hand. Kinsella also offered several “Shadow-A-Student Day” opportunities. On Tuesdays between October and April, interested students entering grades 3-11 were allowed to spend either the morning or afternoon at the school participating with their peers. Every inquiring parent received a brochure that provided programming and philosophy of the school. Follow up letters are sent to anyone who attends an Open House event or a Recruitment Fair. Furthermore, Kinsella’s website enables all families to have the opportunity to become aware of ongoing and upcoming events. All of the productions are performed in the evening as well as during the day to provide interested families opportunities to participate and support their child’s growth within the arts. Engaging families with arts opportunities as well as the constant high academic rigor, we strive to retaining our student from the Pre-K -12 continuum.

2) Describe your school’s professional development priorities for 2014-15. Be specific as to activities that support your special magnet theme.

Professional Development for the 2014-15 school year is focused on three key areas; 1) arts integration, 2) common core states standards, and 3) strengthening the climate and culture of the school. These three areas of need were identified by the administrative team over the summer after thorough reviewing student achievement data, school climate data, and conversations with parents and teachers. All teachers are involved in planning the professional development for the year. They are able to request discipline specific or grade level specific

workshops that align to the three previously stated goals. We believe when we engage teachers in the planning process they are more invested in the work. Professional development to address the Arts Integration piece, comes in many forms: 1) Hartford Performs, 2) HOT Schools (High Order Thinking) and 3) modeling resident teaching artist and performing arts partners. These partners include, but are not limited to, Tom Lee, resident storyteller, Leslie Johnson, resident poet, and Andre Kiett from the Bushnell center of the performing arts. Kinsella is a lead school in the Hartford Performs program. The role of lead school requires teachers to extend arts integration from one content area to another by anchoring lessons to a live performances or interactive classroom exploration. During the school year, each teacher will be given a \$20.00 stipend per student to invite these artists into their classrooms. Ultimately, each student will have the opportunity to participate in 3 additional arts enrichment programs during the school year. As a HOT School, seven faculty and staff members attend a weeklong summer institute dedicated to strong arts, arts integration and democratic practice. The institute featured strategies for student engagement, accessing multiple intelligences and assessing the arts. In addition to that, 2 of our staff members presented at the HOT Summer Institute. Their workshop was on compassion and core, which focused on arts integration for reading, writing and community values. A school goal for faculty here at Kinsella is to become a hub of expertise. To that end, the Kinsella faculty presented at the Magnet Schools of America National Conference and will present again in 2015.

Additionally our teachers need to feel confident and proficient in implementing strategies to address the shifts that need to occur under the Common Core. Weekly grade level meetings review data results and instructional strategies to effectively incorporate best practices in CCSS. Based on student mastery results, adjustments and changes are made to their instructional practices. The performing arts teachers meet with staff during these meetings and offer their input to strengthen student learning. Aligned with the Common Core, teachers will be focusing on four specific domains under Charlotte Danielson's Teachscape Framework of Teaching; planning and preparation, creating an environment of respect and rapport, communicating with students, and professional responsibilities.

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.

Kinsella can boast proudly to the integration of the arts across all content areas and all content areas are integrated back into the arts. The school maintains a six-day rotating daily schedule providing common planning time for all grades levels daily. This allows collaboration at a high level focusing on integration of the arts into instructional practices and lesson implementation. Simultaneously, the performing arts staff (more commonly known among a non-performing arts magnet school as the "specials teachers") can integrate content strands and standards into their daily instruction. This leads to building wide consistent vocabulary usage and reinforcement of knowledge in all areas. By creating this cohesive base, the school is able to develop additional student opportunities such as a comprehensive performance schedule allowing all students to become exposed and involved in the many areas of the arts. The arts have encouraged extensive development of partnerships within the community and throughout Connecticut. During the school day resident artists offer varied experiences, which reinforce content strands. Although, Kinsella is a performing arts magnet school, any of this information can certainly be developed at the local school level.

Specific areas that are unique that can be replicated:

- Voice and Choice- our students choose their arts electives as majors, which includes dance (CT PE)
- PE offered exclusively in the form of dance for students who want that emphasis.
- Stage craft provide through visual arts
- In depth integration of all disciplines and connecting content areas
- Arts enrichment is provided to the majority of the students with a local teaching artist while the classroom teachers are providing interventions such as LLI and READ 180.
- School Themes: Journey, Story, Character, Voice, Familia, World, Trust

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

Participation in the Higher Order Thinking (HOT) School provides Kinsella staff the opportunity to work with a teaching artist and identify alternative approaches to teaching. Teachers participate in a one-week summer institute on arts integration. During that time the faculty and teaching artist analyze student data, identify priority areas, and strategically develop interactive lessons to engage students on an emotional level through the arts. Throughout the school year, the teaching artist visits each independent classroom ten times to implement the collaborative lessons. Two professional development sessions for reflection and review afford the faculty and teaching artists the time to reflect on the experience, review the process and determine best practices for future instruction. As a result of extensive planning and integration, the 3<sup>rd</sup> grade teachers worked to present a PD session on creative writing using the five senses. Forty-seven educators from Connecticut and Massachusetts convened in the school for the full day presentation and workshop.

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.

One of the challenges facing Kinsella includes maintaining racial balance as mandated by the Sheff agreement. Kinsella has strong recruitment methods and an abundance of interest in the school. Due to the fact that the Sheff agreement stipulates strict consideration along racial lines, students of low socioeconomic status are often overlooked.

A second challenge is that many families are extremely distraught regarding transportation from suburban towns. Some parents have either declined placement or withdrawn their children from the school due to transportation issues. These include extensively long rides for children as young as 5 years old and exceedingly long response time to transportation inquiries. Establishing shorter routes and disseminating information to suburban parents with a longer lead-time enables parents, school and the bus company to address possible concerns and issues well before the start of school. Additionally, our high school students from Hartford did not receive school bus transportation, but instead were given city bus passes. Some families decided to decline their seat because they did not feel comfortable with their children riding the city bus.

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															
l_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	T
Kinsella et of ming	AVON	0	1	0	0	0	0	1	1	0	0	0	0	0	
	BERLIN	0	0	0	0	0	0	0	0	1	0	0	0	0	
	BLOOMFIELD	0	1	1	1	0	1	2	2	1	0	1	0	0	
	BRIDGEPORT	0	0	0	0	0	0	0	0	0	0	0	1	0	
	BRISTOL	0	3	4	6	1	2	3	0	2	0	1	1	0	
	COLCHESTER	0	1	0	1	0	2	0	0	0	0	0	0	0	
	COLUMBIA	0	0	0	0	1	0	0	0	0	0	0	0	0	
	COVENTRY	0	0	0	0	0	0	0	0	1	0	0	0	0	
	CROMWELL	0	0	0	0	0	0	0	0	0	0	0	1	0	
	EAST HAMPTON	0	0	0	0	0	1	0	0	0	0	0	0	0	
	EAST HARTFORD	0	10	7	6	7	6	4	4	6	0	3	0	0	
	EAST WINDSOR	0	0	1	0	1	2	2	4	0	0	2	0	0	
	ELLINGTON	0	0	0	0	0	1	0	1	0	0	0	1	0	
	ENFIELD	0	0	0	1	4	4	1	4	6	2	3	1	0	
	FARMINGTON	0	2	0	1	1	0	0	0	0	0	0	0	0	
	GLASTONBURY	0	1	0	0	1	0	1	0	0	1	0	0	0	
	GRANBY	0	0	0	0	0	0	2	0	1	0	0	0	0	
	HARTFORD	0	45	66	30	48	61	36	37	27	18	10	21	4	4
	HEBRON	0	1	1	0	2	1	0	0	0	0	0	0	0	
	LEBANON	0	0	0	0	0	0	0	0	1	0	0	0	0	
	MANCHESTER	0	9	5	2	1	5	4	5	7	3	1	0	0	
	MARLBOROUGH	0	0	0	0	0	0	0	0	1	0	0	0	0	
	MERIDEN	0	0	1	2	0	0	0	1	0	1	0	0	0	
	MIDDLETOWN	0	1	0	0	1	1	1	0	3	1	0	0	0	
	NAUGATUCK	0	2	0	0	0	0	0	0	0	0	0	0	0	
	NEW BRITAIN	0	4	13	11	10	9	6	11	9	2	2	2	2	
	NEW CANAAN	0	0	0	0	0	1	0	0	0	0	0	0	0	
	NEW HARTFORD	0	0	0	0	1	0	1	0	0	0	0	0	0	
	NEWINGTON	0	2	1	0	0	1	1	1	0	0	1	0	0	
	PLAINVILLE	0	0	0	1	0	1	0	1	0	0	0	0	0	
PORTLAND	0	0	0	0	0	0	0	1	0	0	0	0	0		
ROCKY HILL	0	2	1	0	0	0	0	3	0	2	1	1	0		

SHELTON	0	0	0	0	1	0	0	0	0	0	0	0	0
SIMSBURY	0	1	0	0	0	1	0	0	1	0	0	0	0
SOUTH WINDSOR	0	0	0	0	1	1	1	0	0	0	0	0	0
SOUTHINGTON	0	0	1	0	1	1	2	1	0	0	0	0	0
STAFFORD	0	0	0	0	0	0	1	0	0	0	0	0	0
SUFFIELD	0	0	0	1	0	0	1	0	0	0	0	0	0
TOLLAND	0	0	0	0	0	1	0	0	0	0	1	0	0
TORRINGTON	0	0	0	0	0	0	0	0	1	0	0	0	0
VERNON	0	4	2	3	2	1	2	0	0	0	0	0	2
WATERBURY	0	0	1	0	1	0	1	0	4	0	0	1	0
WEST HARTFORD	0	1	2	1	3	1	2	1	1	1	1	0	1
WETHERSFIELD	0	0	1	2	2	1	1	1	1	0	1	1	1
WINDHAM	0	0	0	0	1	1	1	0	0	1	1	1	0
WINDSOR	0	1	2	2	2	1	3	4	4	0	1	0	1
WINDSOR LOCKS	0	0	0	0	0	0	0	2	2	0	1	0	0
<b>Total</b>	<b>0</b>	<b>92</b>	<b>110</b>	<b>71</b>	<b>93</b>	<b>108</b>	<b>80</b>	<b>85</b>	<b>80</b>	<b>32</b>	<b>31</b>	<b>32</b>	<b>11</b>

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.

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
R.J. Kinsella Magnet School of Performing Arts	PK4 – 4 Years Old	EAST HARTFORD	4	1	0	2	0	2	5
		HARTFORD	2	1	0	1	0	1	3
		MANCHESTER	4	1	1	2	0	3	5
		WINDSOR	0	0	0	0	0	1	1
	Kindergarten	BLOOMFIELD	0	0	0	1	0	0	1
		BRISTOL	2	0	0	1	0	3	4
		EAST HARTFORD	3	1	1	1	0	4	6
		HARTFORD	16	3	0	4	1	8	18
		HEBRON	1	0	0	0	0	1	1
		MANCHESTER	4	0	0	0	0	4	4
		MERIDEN	1	0	0	1	0	1	1
		NEW BRITAIN	4	0	1	2	0	7	8
		NEWINGTON	0	0	0	1	0	1	1
		SOUTHINGTON	0	0	0	0	0	1	1
		VERNON	2	0	0	1	0	1	2
		WEST HARTFORD	2	1	0	0	0	1	2
		WINDSOR	2	0	0	1	0	1	2
	Grade 1	BLOOMFIELD	0	0	0	1	0	0	1
		BRISTOL	1	0	0	1	0	1	2
		EAST HARTFORD	4	0	0	2	0	2	5
		HARTFORD	10	2	1	11	1	2	19
		MANCHESTER	1	0	0	1	0	0	1
		MERIDEN	1	0	0	1	0	2	2
		NEW BRITAIN	5	0	0	1	0	6	6
		VERNON	1	0	0	1	0	0	1
		WEST HARTFORD	0	0	0	0	0	1	1
		WETHERSFIELD	0	0	0	1	0	0	1
		WINDSOR	1	0	0	2	0	2	2
	Grade 2	EAST HARTFORD	4	1	1	3	2	3	6
		EAST WINDSOR	0	1	0	1	0	1	1
		ENFIELD	0	0	0	1	0	0	1

	HARTFORD	20	7	0	14	2	8	<b>32</b>
	MANCHESTER	1	0	0	0	0	1	<b>1</b>
	MIDDLETOWN	0	0	0	0	0	1	<b>1</b>
	NEW BRITAIN	7	1	0	3	0	6	<b>8</b>
	SOUTH WINDSOR	0	0	0	0	0	1	<b>1</b>
	VERNON	1	0	0	1	0	2	<b>2</b>
	WATERBURY	0	0	0	0	0	1	<b>1</b>
	WEST HARTFORD	0	0	0	0	0	1	<b>1</b>
	WETHERSFIELD	1	0	1	0	0	2	<b>2</b>
	WINDHAM	1	0	0	0	0	1	<b>1</b>
	WINDSOR	0	0	0	1	0	1	<b>2</b>
Grade 3	EAST HARTFORD	5	0	1	2	0	4	<b>6</b>
	EAST WINDSOR	0	0	0	1	0	1	<b>1</b>
	ENFIELD	0	0	0	0	0	1	<b>1</b>
	HARTFORD	37	4	2	15	0	23	<b>48</b>
	MANCHESTER	3	0	0	2	0	4	<b>5</b>
	MIDDLETOWN	0	0	0	0	0	1	<b>1</b>
	NEW BRITAIN	5	2	0	3	0	3	<b>6</b>
	NEWINGTON	0	0	0	1	0	0	<b>1</b>
	WINDSOR	1	0	0	1	0	1	<b>1</b>
Grade 4	BLOOMFIELD	0	0	0	2	0	0	<b>2</b>
	EAST HARTFORD	3	0	0	1	1	2	<b>4</b>
	EAST WINDSOR	1	0	0	1	0	2	<b>2</b>
	HARTFORD	16	1	0	13	0	9	<b>24</b>
	MANCHESTER	0	0	0	1	0	3	<b>4</b>
	NEW BRITAIN	4	0	0	3	0	5	<b>6</b>
	SOUTH WINDSOR	0	0	0	0	0	1	<b>1</b>
	WEST HARTFORD	0	0	0	0	0	1	<b>1</b>
	WINDSOR	1	0	0	2	0	2	<b>3</b>
	Grade 5	BLOOMFIELD	1	0	0	1	0	1
EAST HARTFORD		2	0	0	2	0	2	<b>4</b>
ENFIELD		1	0	0	1	0	2	<b>2</b>
HARTFORD		20	4	1	12	1	12	<b>30</b>
MANCHESTER		2	0	0	4	0	3	<b>5</b>
MERIDEN		1	0	0	0	0	1	<b>1</b>
NEW BRITAIN		6	0	0	5	0	5	<b>9</b>

	ROCKY HILL	0	0	0	0	0	1	1
	WINDSOR	0	0	0	1	0	3	4
Grade 6	BLOOMFIELD	1	0	0	1	0	0	1
	EAST HARTFORD	2	0	0	2	0	2	4
	ENFIELD	0	0	0	0	0	1	1
	HARTFORD	2	0	0	2	1	0	3
	MANCHESTER	2	0	0	2	0	5	6
	NEW BRITAIN	6	0	0	3	0	4	7
	WATERBURY	0	0	0	4	0	0	4
	WEST HARTFORD	0	0	0	0	0	1	1
	WINDSOR	0	0	0	1	0	2	3
	Grade 7	HARTFORD	4	0	0	0	0	3
NEW BRITAIN		1	0	0	1	0	0	1
Grade 8	BLOOMFIELD	0	0	0	1	0	0	1
	EAST HARTFORD	0	0	0	2	0	1	2
	ENFIELD	0	0	0	1	0	0	1
	HARTFORD	7	0	1	2	0	5	10
	MANCHESTER	0	0	0	1	0	0	1
	NEW BRITAIN	2	0	0	0	0	2	2
	WINDSOR	0	0	0	1	0	0	1
Grade 9	HARTFORD	10	1	0	5	0	8	14
Grade 10	HARTFORD	3	1	0	1	0	2	4
<b>Total</b>		<b>255</b>	<b>33</b>	<b>11</b>	<b>168</b>	<b>9</b>	<b>214</b>	<b>412</b>



***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.



## ***Basic Checklist for Title IX and 504/ADA Compliance***

Both Title IX (34 CFR § 106.9) and Section 504 (34 CFR § 104.8) require that educational entities that receive federal funds must have a policy on nondiscrimination and a published statement. The publication of this statement notifies applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex, or disability. Schools and educational agencies that receive federal funds must list the Coordinators of Section 504 and Title IX with their name/title, address and phone number in the notice of nondiscrimination.

The following checklist was prepared to assist you in meeting some minimum requirements of Title IX of the Education Amendments of 1972, Section 504 and the Americans with Disabilities Act. It is not an exhaustive checklist and therefore should not be used as a substitute for careful reading of the regulations themselves.

### **§ 106.8 Designation of responsible employee and adoption of grievance procedures.**

- 1. X At least one Title IX coordinator has been designated at the district or school level to coordinate efforts to comply with Title IX, including investigations of any complaints.
- 2. X At least one Section 504/ADA coordinator has been designated at the district or school level to coordinate efforts to comply with Section 504/ADA requirements, including investigations of any complaints.
- 3. X All students and employees have been notified of the name(s), office address(es), and telephone number(s) of the coordinator(s).
- 4. X Grievance procedures for students have been adopted and published.
- 5. X Grievance procedures for employees have been adopted and published.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

### **§ 106.9 Dissemination of policy.**

- 6. The following been notified of a policy of nondiscrimination.
  - X applicants for admission and employment
  - X students and parents of students
  - X employees
  - X sources of referral of applicants
  - X unions, professional organizations
- 7. Notification of a policy of nondiscrimination has been placed in one or more of the following:
  - local newspapers
  - school newspapers and magazines
  - X memoranda's or other written communications distributed annually to each student and employee
  - X announcements, bulletins, catalogs, student and faculty handbooks
  - X application forms
- 8. X The above-listed school publications are free of text and illustrations suggesting differential treatment on the basis of sex or disability.
- 9. X Admission and recruitment representatives (including counselors or student advisors and personnel officers) have been advised of the nondiscrimination policy and requirements for adherence to the policy.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682); [45 FR 30955, May 9, 1980, as amended at 65 FR 68056, Nov. 13, 2000]



**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-SDE00138

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: \$6,174,542

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**

<b>Fiscal Year:</b> 2014	<b>Funding Status:</b> Final
<b>Grantee Name:</b> HARTFORD	<b>Grantee:</b> 064-000
<b>Grant Title:</b> MAGNET SCHOOL OPERATING	<b>Vendor ID:</b> 00064
<b>Project Title:</b> KINSELLA ARTS MAGNET	
<b>Fund:</b> 11000	<b>SPID:</b> 17057
<b>Year:</b> 2014	<b>PROG:</b> 82062
<b>Grant Period:</b> 7/1/2013 - 6/30/2014	<b>CF1:</b> 170031
<b>Project Code:</b> SDE000000000002	<b>CF2:</b> SDE00138
	<b>Authorized Amount:</b> \$6,174,542

**AUTHORIZED AMOUNT BY SOURCE:**

**LOCAL BALANCE:**

**CARRYOVER DUE:**

**CURRENT DUE:** \$6,174,542

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	107,199
111B	INSTRUCTIONAL	3,042,703
112A	EDUCATION AIDES	55,314
112B	CLERICAL	134,336
119	OTHER	670,820
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	1,109,361
321	TUTORS	305,735
322	IN SERVICE	6,000
323	PUPIL SERVICES	
324	FIELD TRIPS	85,453
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	47,908
510	STUDENT TRANSPORTATION SERVICES	1,590
530	COMMUNICATIONS	30,087
560	TUITION	
580	TRAVEL	21,898
590	OTHER PURCHASED SERVICES	30,698
611	INSTRUCTIONAL SUPPLIES	20,444
612	ADMINISTRATIVE SUPPLIES	2,025
690	OTHER SUPPLIES	126,418
700	PROPERTY	359,605
890	OTHER OBJECTS	16,948
940	INDIRECT COSTS (Prior FY2015)	
	<b>TOTAL</b>	<b>\$6,174,542</b>

**Original Request Date:** 9/4/2013

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

Magnet School Name: Kinsella Magnet School of Arts 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	\$6,174,542
	xxxx Other State Grants (please list below)	
	Priority Schools Districts	\$98,875
	School Accountability Summer School	\$9,763
221	xxxx Other Federal Grants	
	Title I, Improving Basic Programs	\$312,219
	Title II Part A, Teachers	\$16,136
222	1920 Contributions	
226	xxxx Other Sources of Revenue (list below, include tuition if applicable)	
	Tuition Billing- Special Education	\$236,700
	General Funds	\$4,131,369
299	Total	\$10,979,604

**Magnet School Name:** [Kinsella Magnet School of Performing Arts](#)

**District/School Code:** 064- 11

**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)	OBJECT **							
			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	8,012,065	5,399,088	1,756,197	363,895	157,253	333,829	1,803	
1203	2100	Support Services - Students	465,319	430,869	23,632	1,046	9,772	0	0	
1204	2200	Improvement of Instructional Services	125,273	72,150	19,517	31,170	0	0	2,436	
1205	2300	Support Services - General Admin.	50,669	46,715	0	3,954	0	0	0	
1206	2400	School Based Administration	763,582	632,477	92,536	21,592	2,024	0	14,953	
1207	2600	Operation and Maintenance of Plant Svc.	808,428	418,846	119,954	28,743	213,180	27,705	0	
1208	2700	Student Transportation Services *	46,287	0	0	46,287	0	0	0	
1209	2500 2900	Support Services	228,468	126,493	0	101,975	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		<b>TOTAL</b>	<b>10,500,091</b>	<b>7,126,638</b>	<b>2,011,836</b>	<b>598,662</b>	<b>382,229</b>	<b>361,534</b>	<b>19,192</b>	

\* 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.