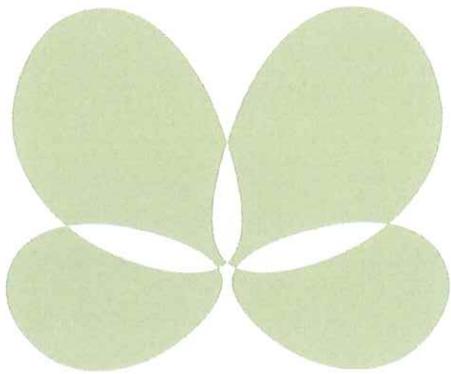




Magnet School Annual Report



ENVIRONMENTAL
SCIENCES
MAGNET SCHOOL

AT MARY HOOKER



2013-2014

Environmental Sciences Magnet School at Mary Hooker

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Participating (formally) School Districts

Hartford

ASHFORD
AVON
BERLIN
BLOOMFIELD
BRIDGEPORT
BRISTOL
BURLINGTON
COLCHESTER
COLEBROOK
COLUMBIA
COVENTRY
CROMWELL
EAST HADDAM
EAST HAMPTON
EAST HARTFORD
EAST WINDSOR
ELLINGTON
ENFIELD
FARMINGTON
GLASTONBURY
GRANBY
HARTFORD
HEBRON
LEBANON
MANCHESTER
MARLBOROUGH
MERIDEN
MIDDLETOWN
NEW BRITAIN

NEWINGTON
PLAINVILLE
PORTLAND
ROCKY HILL
SIMSBURY
SOUTH WINDSOR
SOUTHINGTON
STAFFORD
TOLLAND
VERNON
WALLINGFORD
WATERBURY
WEST HARTFORD
WETHERSFIELD
WINCHESTER
WINDHAM
WINDSOR
WINDSOR LOCKS



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based programs as well as the traditional menu of extracurricular offerings such as intermural sports and clubs. Finally, as a fun, community building activity we hold an annual school lawn sign competition by having faculty and families compete to have a picture taken with one of our ESM Lawn Signs and posting it on a social media website. The requirement is that it must be in Connecticut and visible to the public. This annual event has grown over the years and has become quite competitive. Recently an ESM faculty member included the sign in her wedding.



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

Our professional development priorities are aligned to our school improvement plans that will help us continue to build a strong STEM program. We have branded a new “e-STEAM” approach using environmental sciences and arts integrated in STEM lessons and units. We



will be spending most of our time developing instructional practices and units in math and literacy using Fosnot and Expeditionary Learning materials/resources. Both approaches use constructivism which is at the core of our theme. In addition, we have partnered with Hartford Performs to increase the amount of arts within our school and programs. In an effort to continue to build community we have implemented Responsive Classroom morning meeting and middle school advisory. Both of these initiatives will be supported with professional development throughout the school year. Finally, our science coach continues to meet with teachers monthly to review units, assessments, and instructional practices such as project based learning and inquiry based teaching.

- 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.*

In addition to our theme of environmental sciences and the use of service learning, we have developed a school-based responsive early intervention process for academic and behavioral intervention which includes enrichment. The Response to Intervention model is fully implemented and is used weekly as a basis for monitoring progress and data teaming. The development of a three tiered enrichment program has been very successful in not only supporting our gifted students; it has helped with recruitment as many small districts have had to cut talented and gifted programs. We have a leadership team that meets weekly to review data, tiered interventions, and various programs to ensure that we are moving all students forward. While this is not necessarily a unique process, our fidelity and team approach has been very successful and ends up being a focal point with visitors.

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

Our instructional coaches, literacy, math, science, and student supports, all continue to offer professional development to faculty throughout the city and area. All present at national and local conferences (MSA, NSTA, COEEA, CCSU Literacy Essentials, PBIS). The literacy coach has worked with two neighborhood schools to develop EL units and resources. Our science coach and resident scientists offer programs and workshops through Hartford Public Schools in hopes of sharing our resources with other schools and students. We continue to reach out to our pathway high school, CT River Academy, to ensure that our program is aligned and that we are sharing our best practices which support students.

ESM also has three resident scientists who have an excellent background in the sciences as practitioners. Our community/school-based garden, under the leadership of one of our resident scientists, has hosted professional development for area schools and has presented at regional conferences. In addition, one of our staff scientists leads weekend hikes that are open to all families, faculty, and district teachers. Participants learn how to interpret the local, natural landscape and incorporate it into lessons/activities.



- 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 two greatest challenges is also our best gift. The diversity of our school is awesome. Yet, it presents many challenges as we try to level the playing field for all of our students. It is clear that many of our students enter ESM with an opportunity gap and require additional supports. Accelerating learning of a student who is several grade levels below their peers is tremendously hard. The CSDE can help us by staying focused on the Common Core State Standards and releasing materials that we help us best prepare for the new challenges of SBAC and the more rigorous standards.

The other challenge is somewhat tangential, but nonetheless important: transportation. We must have a more efficient, responsive way of transporting student to and from school. It is hard for us to support having a primary student who may be struggling in reading who also spends three hours each day on a bus. The excessive travel times for suburban students can impede how parents work with their children at night. Each year we continue to lose families due to problems with transportation. We know that our programs work, yet if families are not supported with adequate, efficient student transportation, they are often tempted to return to their local districts.

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

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	Total
ASHFORD	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
AVON	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	3
BERLIN	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	3
BLOOMFIELD	0	0	0	0	1	0	2	1	1	0	0	0	0	0	0	5
BRIDGEPORT	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
BRISTOL	2	4	0	0	0	2	1	1	0	0	0	0	0	0	0	10
BURLINGTON	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
COLCHESTER	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
COLEBROOK	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	2
COLUMBIA	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
COVENTRY	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
CROMWELL	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
EAST HADDAM	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
EAST HAMPTON	1	0	2	1	0	0	2	1	1	1	1	0	0	0	0	10
EAST HARTFORD	6	5	0	3	6	3	5	5	1	0	0	0	0	0	0	34
EAST WINDSOR	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	4
ELLINGTON	1	0	2	0	1	0	0	0	0	0	0	0	0	0	0	4
ENFIELD	0	0	2	0	0	3	2	2	0	2	0	0	0	0	0	11
FARMINGTON	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
GLASTONBURY	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	2
GRANBY	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
HARTFORD	37	29	59	28	25	17	25	20	14	6	3	0	0	0	0	263
HEBRON	1	0	0	0	0	1	1	2	1	0	0	0	0	0	0	6
LEBANON	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	4
MANCHESTER	7	7	3	3	2	2	2	4	1	1	0	0	0	0	0	32
MARLBOROUGH	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
MERIDEN	1	2	0	0	0	0	1	1	0	0	0	0	0	0	0	5
MIDDLETOWN	3	1	2	5	1	2	4	3	1	0	2	0	0	0	0	24
NEW BRITAIN	5	13	6	3	6	5	7	4	3	3	1	0	0	0	0	56
NEWINGTON	2	5	0	1	0	0	1	0	0	0	0	0	0	0	0	9
PLAINVILLE	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2
PORTLAND	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
ROCKY HILL	2	2	5	1	1	1	1	0	1	1	0	0	0	0	0	15
SIMSBURY	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
SOUTH WINDSOR	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	3
SOUTHINGTON	1	3	0	0	0	1	0	0	0	0	0	0	0	0	0	5
STAFFORD	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
TOLLAND	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	4
VERNON	2	2	1	1	1	2	4	0	4	1	0	0	0	0	0	18
WALLINGFORD	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
WATERBURY	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	2
WEST HARTFORD	3	5	2	1	1	3	1	2	0	0	0	0	0	0	0	18
WETHERSFIELD	5	4	1	0	0	1	0	0	0	0	0	0	0	0	0	11
WINCHESTER	0	0	0	0	0	0	1	1	2	0	0	0	0	0	0	4
WINDHAM	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
WINDSOR	3	5	6	3	3	3	0	3	2	0	0	0	0	0	0	28
WINDSOR LOCKS	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	3
	90	94	95	54	52	52	68	53	34	17	7	0	0	0	0	616

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

<i>Grade_ Name</i>	<i>District</i>	<i>Hispanic</i>	<i>American Indian/Alaskan Native</i>	<i>Asian</i>	<i>Black/African American</i>	<i>Native Hawaiian or Other Pacific Islander</i>	<i>White</i>	<i>Total</i>
<i>PK3 – 3 Years Old</i>	<i>EAST HARTFORD</i>	<i>3</i>	<i>1</i>	<i>2</i>	<i>1</i>	<i>1</i>	<i>2</i>	<i>6</i>
	<i>ELLINGTON</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>
	<i>HARTFORD</i>	<i>12</i>	<i>2</i>	<i>4</i>	<i>8</i>	<i>0</i>	<i>8</i>	<i>21</i>
	<i>HEBRON</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>
	<i>MANCHESTER</i>	<i>2</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>4</i>	<i>5</i>
	<i>MERIDEN</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>
	<i>MIDDLETOWN</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>
	<i>NEW BRITAIN</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>3</i>	<i>0</i>	<i>2</i>	<i>3</i>
	<i>NEWINGTON</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>
	<i>PLAINVILLE</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>
	<i>ROCKY HILL</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>
	<i>SOUTH WINDSOR</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>
	<i>WALLINGFORD</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>
	<i>WEST HARTFORD</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>2</i>	<i>2</i>
	<i>WETHERSFIELD</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>2</i>	<i>2</i>
<i>WINDSOR</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>2</i>	
<i>PK4 – 4 Years Old</i>	<i>BRISTOL</i>	<i>1</i>	<i>0</i>	<i>3</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>4</i>
	<i>EAST HADDAM</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>
	<i>EAST HARTFORD</i>	<i>2</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>4</i>
	<i>GLASTONBURY</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>
	<i>HARTFORD</i>	<i>8</i>	<i>0</i>	<i>1</i>	<i>3</i>	<i>0</i>	<i>7</i>	<i>11</i>
	<i>MANCHESTER</i>	<i>3</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>4</i>	<i>4</i>
	<i>MARLBOROUGH</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>
	<i>MERIDEN</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>
	<i>MIDDLETOWN</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>
	<i>NEW BRITAIN</i>	<i>3</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>0</i>	<i>6</i>	<i>7</i>
	<i>NEWINGTON</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>3</i>	<i>3</i>
	<i>ROCKY HILL</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>2</i>	<i>2</i>
	<i>SOUTHINGTON</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>2</i>	<i>2</i>
	<i>VERNON</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>
	<i>WATERBURY</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>
	<i>WEST HARTFORD</i>	<i>2</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>2</i>	<i>4</i>
	<i>WETHERSFIELD</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>3</i>	<i>3</i>
	<i>WINDSOR</i>	<i>2</i>	<i>1</i>	<i>2</i>	<i>1</i>	<i>0</i>	<i>5</i>	<i>5</i>
<i>Kindergart</i>	<i>AVON</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>

<i>en</i>	<i>EAST HAMPTON</i>	0	0	0	0	0	1	1
	<i>EAST WINDSOR</i>	0	0	0	0	0	1	1
	<i>ELLINGTON</i>	0	0	0	1	0	1	2
	<i>ENFIELD</i>	0	0	0	2	0	0	2
	<i>HARTFORD</i>	18	1	1	6	0	14	22
	<i>MANCHESTER</i>	0	0	1	0	0	2	3
	<i>NEW BRITAIN</i>	1	0	0	0	0	3	3
	<i>ROCKY HILL</i>	0	1	2	0	0	1	4
	<i>VERNON</i>	0	0	0	0	0	1	1
	<i>WEST HARTFORD</i>	0	0	0	0	0	2	2
<i>Grade 1</i>	<i>COLUMBIA</i>	0	0	0	0	0	1	1
	<i>EAST HARTFORD</i>	3	1	1	0	0	1	3
	<i>EAST WINDSOR</i>	0	0	0	0	0	1	1
	<i>HARTFORD</i>	7	3	1	3	0	6	10
	<i>MANCHESTER</i>	1	0	1	0	0	1	2
	<i>MIDDLETOWN</i>	1	0	1	0	0	1	2
	<i>NEW BRITAIN</i>	2	0	0	0	1	1	2
	<i>NEWINGTON</i>	0	0	1	0	0	0	1
	<i>ROCKY HILL</i>	0	0	1	0	0	0	1
	<i>VERNON</i>	1	0	0	0	0	1	1
	<i>WEST HARTFORD</i>	0	0	0	0	0	1	1
	<i>WINDSOR</i>	1	0	1	1	0	1	2
<i>Grade 2</i>	<i>AVON</i>	0	0	0	0	0	1	1
	<i>BLOOMFIELD</i>	0	0	0	1	0	0	1
	<i>EAST HARTFORD</i>	1	0	1	1	0	1	3
	<i>ELLINGTON</i>	0	0	0	0	0	1	1
	<i>HARTFORD</i>	11	1	3	4	0	8	16
	<i>MANCHESTER</i>	0	1	0	0	0	2	2
	<i>MIDDLETOWN</i>	0	0	0	1	0	0	1
	<i>NEW BRITAIN</i>	2	0	0	0	0	2	2
	<i>ROCKY HILL</i>	0	0	0	0	0	1	1
	<i>TOLLAND</i>	0	0	1	0	0	0	1
	<i>WEST HARTFORD</i>	0	0	0	1	0	0	1
	<i>WINDSOR</i>	1	0	0	0	0	3	3
	<i>WINDSOR LOCKS</i>	0	0	0	0	0	1	1
<i>Grade 3</i>	<i>BRISTOL</i>	0	0	0	0	0	2	2
	<i>EAST HARTFORD</i>	1	1	1	1	0	0	3
	<i>ENFIELD</i>	0	0	0	0	0	1	1
	<i>GLASTONBURY</i>	0	0	0	0	0	1	1
	<i>HARTFORD</i>	13	2	1	4	0	9	14
	<i>HEBRON</i>	0	0	0	0	0	1	1

	MANCHESTER	0	0	0	1	0	0	1
	MIDDLETOWN	0	0	0	1	0	0	1
	NEW BRITAIN	1	0	0	0	0	2	2
	PLAINVILLE	0	0	0	0	0	1	1
	PORTLAND	0	0	0	0	0	1	1
	ROCKY HILL	0	0	0	0	0	1	1
	SOUTHINGTON	0	0	0	0	0	1	1
	TOLLAND	0	0	1	0	0	0	1
	VERNON	0	0	0	0	0	1	1
	WEST HARTFORD	0	0	0	2	0	1	3
	WETHERSFIELD	0	0	0	0	0	1	1
	WINDSOR	0	0	0	2	0	1	3
Grade 4	BLOOMFIELD	0	0	0	1	0	1	2
	EAST HAMPTON	0	0	0	0	0	2	2
	EAST HARTFORD	3	0	0	2	0	2	4
	EAST WINDSOR	0	0	0	0	0	1	1
	ENFIELD	0	0	0	1	0	2	2
	HARTFORD	14	1	1	3	0	15	17
	HEBRON	1	0	0	0	0	1	1
	MANCHESTER	0	0	1	0	0	1	2
	MIDDLETOWN	0	0	0	1	0	3	4
	NEW BRITAIN	1	0	0	0	0	4	4
	SOUTH WINDSOR	0	0	0	0	0	1	1
	TOLLAND	0	0	0	0	0	1	1
	VERNON	0	0	0	0	0	1	1
	WINCHESTER	0	0	0	0	0	1	1
	WINDHAM	0	0	0	1	0	1	1
	WINDSOR LOCKS	0	0	0	0	0	1	1
	Grade 5	BERLIN	0	0	0	0	0	2
BLOOMFIELD		1	0	0	1	0	0	1
BRISTOL		0	0	0	0	0	1	1
BURLINGTON		0	0	0	0	0	1	1
EAST HAMPTON		0	0	0	0	0	1	1
EAST HARTFORD		5	1	0	0	0	3	5
ENFIELD		0	0	0	0	0	1	1
HARTFORD		16	0	1	4	0	13	18
HEBRON		0	0	0	0	0	2	2
MANCHESTER		1	2	0	1	0	3	4
MERIDEN		0	0	0	0	0	1	1
MIDDLETOWN		0	0	0	0	0	2	2
NEW BRITAIN	1	0	0	2	0	2	3	



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. XX 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. XX 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. XX All students and employees have been notified of the name(s), office address(es), and telephone number(s) of the coordinator(s).
- 4. XX Grievance procedures for students have been adopted and published.
- 5. XX 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.
 - XX applicants for admission and employment
 - XX students and parents of students
 - XX employees
 - XX sources of referral of applicants
 - XX unions, professional organizations
- 7. Notification of a policy of nondiscrimination has been placed in one or more of the following:
 - XX local newspapers
 - XX school newspapers and magazines
 - XX memoranda's or other written communications distributed annually to each student and employee
 - XX announcements, bulletins, catalogs, student and faculty handbooks
 - XX application forms
- 8. XX The above-listed school publications are free of text and illustrations suggesting differential treatment on the basis of sex or disability.
- 9. XX 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. 10-264I(d)
CFDA #: None
SDE Project Code: SDE000000000002

Grant Number: 064-000 11000-17057-2014-82062-170031-SDE00137

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: \$4,098,956

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.

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 **Grantee:** 064-000
Grant Title: MAGNET SCHOOL OPERATING
Project Title: MARY M. HOOKER ENVIRONMENTAL SERVICES
Funding Status: Final
Vendor ID: 00064
Fund: 11000 **SPID:** 17057 **Year:** 2014 **PROG:** 82062 **CF1:** 170031 **CF2:** SDE00137
Grant Period: 7/1/2013 - 6/30/2014 **Authorized Amount:** \$4,098,956
Project Code: SDE000000000002

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$4,098,956

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	226,975
111B	INSTRUCTIONAL	2,344,460
112A	EDUCATION AIDES	33,039
112B	CLERICAL	87,082
119	OTHER	292,361
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	828,706
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	13,794
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	53,700
510	STUDENT TRANSPORTATION SERVICES	
530	COMMUNICATIONS	40,650
560	TUITION	
580	TRAVEL	10,000
590	OTHER PURCHASED SERVICES	500
611	INSTRUCTIONAL SUPPLIES	23,826
612	ADMINISTRATIVE SUPPLIES	7,000
690	OTHER SUPPLIES	35,585
700	PROPERTY	100,098
890	OTHER OBJECTS	1,180
940	INDIRECT COSTS (Prior FY2015)	
	TOTAL	\$4,098,956

Original Request Date: 9/4/2013

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

Magnet School Name: Mary Hooker School

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	\$4,098,956
	xxxx Other State Grants (please list below)	
	Priority School Districts	\$72,875
	School Accountability Summer School	\$5,950
221	xxxx Other Federal Grants	
	Title I Improving Basic Programs	\$238,051
	Title II Part A, Teachers	\$9,141
	CREC MSAP Magnet School	\$57,658
	CREC MSAP Magnet School No-cost Extension	\$94,565
222	1920 Contributions	
226	xxxx Other Sources of Revenue (list below, include tuition if applicable)	
	Tuition Billing-Special Education	\$94,000
	General Funds	\$3,278,677
299	Total	\$7,949,873

Magnet School Name: Mary Hooker Environment Sciences Magnet School

District/School Code: 064-09

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	6,109,177	4,381,474	1,375,538	72,864	162,173	117,128	0	
1203	2100	Support Services - Students	324,921	239,477	74,631	0	10,813	0	0	
1204	2200	Improvement of Instructional Services	241,750	171,172	36,194	20,200	14,184	0	0	
1205	2300	Support Services - General Admin.	54,405	48,051	1,255	5,099	0	0	0	
1206	2400	School Based Administration	396,187	343,161	9,916	28,449	6,374	0	8,287	
1207	2600	Operation and Maintenance of Plant Svc.	598,310	304,464	94,999	5,964	192,883	0	0	
1208	2700	Student Transportation Services *	20,845	0	0	20,845	0	0	0	
1209	2500 2900	Support Services	80,600	0	0	80,600	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	7,826,195 7,826,195	5,487,799	1,592,533	234,021	386,427	117,128	8,287	

* 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

McColman:

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.