NEW HAVEN ACADEMY

College, Career, and Citizenship

Think Critically; Be Responsible; Get Involved

Magnet School

Annual Report

2013-2014

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Participating School Districts

1. Ansonia
2. Beacon Falls
3. Bethany
4. Branford
5. Bridgeport
6. Cheshire
7. Clinton
8. Derby
9. East Haven
10. Guilford
11. Hamden
12. Madison
13. Meriden
14. Milford
15. Naugatuck
16. North Branford
17. North Haven
18. Orange
19. Oxford
20. Seymour
21. Shelton
22. Stratford
23. Wallingford
24. Waterbury
25. West Haven
26. Westbrook
27. Wolcott
28. Woodbridge

Mission Statement

Our Mission: ***New Haven Academy provides a rigorous education that prepares all students to succeed in college and become active citizens able to make informed decisions about their lives and their communities. We are building a racially, ethnically and economically diverse student body, providing individual attention for every student, and guiding students through the difficult transition from middle school to high school. New Haven Academy graduates will be independent thinkers who ask critical questions and who develop and defend their own ideas. In order to achieve this vision, New Haven Academy is a learning community in which all members -- staff, students and parents -- know each other well.***

NHA Habits of Mind

What critical thinkers do to explore their world and express their ideas:

- *Ask Questions*
- *Find Evidence*
- *Make Connections*
- *Recognize Perspective*
- *Consider Alternatives*
- *Explain Relevance*

NHA History

New Haven Academy was founded in 2003 as a state-approved Interdistrict Magnet School and part of the New Haven Public Schools. We are modeled after The Institute for Collaborative Education (ICE), a New York City School founded in 1993. NHA's founders, Greg Baldwin and Meredith Gavrin, worked at ICE in its early years, helping to develop its policies and program.

Education Reform Affiliation and Partnerships

NHA is a member of the Coalition of Essential Schools (CES), a national network of schools committed to a set of common principles for student engagement and achievement. NHA has a partnership with Facing History and Ourselves, an international organization whose mission is to engage high school students of diverse backgrounds in complex studies of prejudice reduction, social justice, and participation in a democracy in order to promote the development of a more humane and informed citizenry. NHA has an Early College program with Gateway Community College that ensure credit-bearing college experience for all NHA students and successful preparation for college-level math and writing, as measured by the Accuplacer© Test. NHA also has a unique partnership with Quinnipiac University (Hamden, CT) that allows select 11th and 12th grade students to enroll in undergraduate courses for advance college credit (for full credit, tuition-free).

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September 12, 2014

To whom it may concern,

In 2013-14, our school implemented mastery learning across the school. The shift was an outgrowth of our commitment to personalized learning and project-based assessment since our founding.

As part of the process, our school committed to a set of beliefs and practices outlined below:

Our Core Beliefs: Our ultimate goal is to prepare students for college, careers, and active citizenship. With this goal in mind, we believe that: Students must master critical thinking, academic skills, and essential knowledge in each academic discipline; Learning cannot be averaged; Students need time to practice and learn from mistakes; Students should have multiple opportunities to show what they know and can do; Strong work habits and community involvement are critical for success in college, career, and citizenship.

Our Core Practices: To put these beliefs into practice, we report on student mastery of specific skills and concepts within a course; work habits like participation and effort are reported on separately; we determine grades based on trends, and take more recent performance into account so that grades reflect a student's current level of achievement; we design multiple assessments (projects, essays, tests) for students to demonstrate their mastery of critical thinking, skills, and course content; we require students to complete practice steps before they attempt to demonstrate mastery; we provide more time, more practice, and more opportunities to develop mastery if a student is not ready; and we provide detailed rubrics that show students, parents, advisors, and teachers what each grade represents.

Our roll out was not perfect: we struggled to communicate effectively with families in the Fall; we made adjustments to a few key policies as we lived with them in action. But we ended the year with a strong commitment from all stakeholders to make mastery work. As an example, a student survey in March found that over 76% of students felt positive about mastery grading and how it was working at NHA.

The shift to mastery has enriched the level of academic clarity and rigor we expect from students, and also enriched the level of discourse and collaboration among staff as we work together to define standards and develop rubrics to describe what mastery looks like.

Best,

Greg Baldwin, Principal and Meredith Gavrin, Program Director

Summary of Other Key Accomplishments

- Our 8th graduating class achieved 100% College Acceptance (matching our 1st 7 classes!).
- 3/4 of graduating class accepted to 4-year colleges, including Yale University and Quinnipiac University
- 1st high school to provide access for students to take college classes at Quinnipiac University (7 members of the class of 2014 graduated with 1 semester of transferrable college credit from QU);
- 70% of 11th and 12th graders earned at least 1 college credit in our **Early College Program** (see below)
- Over 20 9th and 10th graders complete a college course in our cohort or summer programs with Gateway CC.
- 56 Seniors completed Social Action Projects (Each student must design, execute, and present an independent project that addresses a social issue or community problem of his or her choice.)
- Membership in the ***Coalition of Essential Schools,*** a national network that promotes higher student achievement and develops more nurturing and humane school communities;
- Partnership with ***Facing History and Ourselves***, an international citizenship education program that encourages adolescents and adults to examine profound ethical questions about history, decision-making, prejudice, and violence, and to participate in finding solutions to real-world problems
- **NHA Upstander Movement:** An upstander is someone who takes action on behalf of others, usually a marginalized group. The Upstander Movement is a student-led movement started in 2014 to stand up for a safe, inclusive space for students to express themselves and stand against all forms of hurtful speech, big and small. The movement is a coalition of student representatives from NHA's various student leadership groups - the student government, The Facing History student council, the Gay-Straight Alliance, and the Future Council from the Future Project. They meet regularly to design programs and initiatives to help promote a safe, inclusive culture.
- **The Future Project:** New Haven Academy is a Future Project site, offering NHA students a unique experience that connects to our social justice theme. The Future Project unites young adults with NHA students for a guided, year-long adventure. A Dream Director works at NHA daily and meets regularly with a Dream Team (NHA students who have committed to ongoing work) to explore themselves and their communities, and take on team challenges that build leadership, positive NHA culture, and creative thinking skills. Over the course of the year, Dreamers and others design and execute Future Projects that dares them to do "the impossible."
- **Early College Program** with **Gateway Community College**, including access to credit-bearing college courses for all NHA students and a 4-year program to ensure NHA students place into college-level classes upon graduation, as measured by the Accuplacer © test.
- Job shadow program & Internship Program: Students went on 101 Job shadows and 94% of the 11th grade completed 3-week internships.
- 95% of 9th graders, 85% of 10th graders, 80% of 11th graders, and 100% of seniors successfully demonstrated proficiency on end-of-year exhibitions.

About Our School…

DIRECTIONS: Please provide information as requested in the following:

2012-2013 Strategic School Profile is attached to the end of this report.

School Program
Please refer to information provided by the NHPS Magnet School Office.
Student Information
Please refer to information provided by the NHPS Magnet School Office.

Operations Plan, Curriculum Design and Instructional Methods Including Modifications

One Major Initiative launched in 2013-14:
NHA implemented mastery learning across the school. The shift was an outgrowth of our commitment to personalized learning and project-based assessment since our founding.

Academic Grades
At NHA, students work towards mastery of a variety of academic disciplines. We define mastery of a discipline as the ability to use skills and habits of mind to produce the kinds of work essential to that discipline. Each department has identified the kinds of work essential to their discipline and created major assignments, known as Core Assessments, to embody that work.
Student performance on these core assessments becomes the basis of their academic grade in each course. Core Assessments measure student mastery of six Habits of Mind – critical thinking skills aligned with common core and 21st century standards. Core Assessments also measure student mastery of discipline-specific skills and content knowledge.
Students earn grades of A through C- on each standard in each core assessment. If a student earns below a C- on any standard, that core assessment is Not Ready (NR). The student must revise or re-do that Core Assessment (or an alternative) to demonstrate mastery of all required standards. When a student does demonstrate mastery, the grade on the Core Assessment will show their current level of mastery.

Responsibility Grades
Because responsible work habits are essential to academic success, students receive a separate grade for being responsible in each course in addition to their academic grades. **This grade is based on their work in 3 key areas: completing homework, participating in class activities, and meeting assessment deadlines**. Students who are responsible earn more time and support to demonstrate mastery on core assessments. A student who has not been responsible (NR in Responsibility) has not earned the opportunity for more time to work on core assessments.

School Goals:

In the areas of:

I. Educational Progress of Students
II. Accomplishment of Mission, Purpose and Specialized Focus
III. Efforts to Reduce Racial, Ethnic and Economic Isolation and to Increase the Racial and Ethnic Diversity of the Student Body

DIRECTIONS: For the three areas listed below, indicate the goals you set for the 2009-10 school year, and identify supporting objectives, along with appropriate measurement instruments and established benchmarks. Briefly describe the progress you have made, improvements that still need to be made, and proposed changes in goals/objectives for 20014-15to insure continuous school improvement. Please limit goals to a maximum of five for each section. Each goal may have multiple measurable objectives. The format for providing this information is as follows:

I. Educational Progress of Students

Goal A: New 9th grade students will demonstrate proficiency in reading, writing, and math by the end of the year.

Measurable Objective A.1: 80% of 9th graders will earn a C- or higher in their 9th grade Literature Course.

Measurement Tool: Grades as reported in June, 2014

Progress in meeting the goal:
82.3% of 9th graders earned a C- or higher in their 9th grade literature class by June.

Improvements needed:
The figure was closer to 60% in January; we need to provide support opportunities more regularly and earlier to ensure sustained, consistent success.

Measurable Objective A.2: 80% of 9th graders will earn a C- or higher in their 9th grade Math Course.

Measurement Tool: Grades as reported in June, 2014

Progress in meeting the goal:
74% of 9th graders earned a C- or higher in their 9th grade math course.

Improvements needed:
The figure was closer to 60% in January; we need to provide support opportunities more regularly and earlier to ensure sustained, consistent success.

Modifications in goal/objectives for 2014-15 school year: Regular, consistent academic support opportunities for all students; clearer standards of mastery.

II. Accomplishment of Mission, Purpose and Specialized Focus

Goal A: Prepare ALL Graduates to succeed in college and to be active citizens

Measurable Objective A.1: 100% of the class of 2014 will be accepted to a 2- or 4-year college.

Measurement Tool: College Acceptances, as tracked by the guidance office

Benchmark(s)

Progress in meeting the goal:
The class of 2014 was the 8th class in a row to achieve 100% college acceptance, including over 2/3 accepted to 4-year institutions.*

Improvements needed:
We will expand our early college program to provide more students with college experience and credit in high school. We are beginning to track (anecdotally at this point) a correlation between early college experience and matriculation at 4-year schools. We also see more perseverance on the part of individuals who took college classes in high school.

We still need to help students begin the process even earlier in their careers so that they are ready to apply to and consider a wider range of choices.

Modifications in goal/objectives for 2014-2015 school year:
We have expanded our college-bound program to include intensive college essay writing workshops and twice-weekly meetings. We are building a more formal alumni support network to help maintain a high college persistence rate.

Measurable Objective A.2:
100% of NHA seniors will complete a Social Action Project (SAP) and Exhibition (Each student must design, execute, and present an independent project that addresses a social issue or community problem of his or her choice.)

Measurement Tool: SAP Mentor evaluations & Exhibition Schedule

Benchmark(s):

Progress in meeting the goal:
92%of the class of 2014 successfully completed an SAP on time (students who did not were required to do so over the summer to earn a diploma – as of August 2014, we reached 97%).

Improvements needed:
Students need help earlier in the process. We are instituting a support workshop BEFORE they begin their projects to help them learn pre-requisite skills and plan more effectively.

Modification in goal/objectives for the 2013-14 school year:
We are requiring time spent out of the building, working with professionals engaged in areas of interest; the goal is for students to broaden their experience with and access to community resources.

III. Efforts to Reduce Racial, Ethnic and Economic Isolation and to Increase the Racial and Ethnic Diversity of the Student Body

Goal A: NHA will continue to recruit actively from a diverse set of schools and towns. NHA will engage in interdistrict partnerships to promote diversity.

Measurable Objective A.1: 35% of the NHA student body will consist of students from towns outside of New Haven; 20% of the student body will be majority.

Measurement Tool Enrollment figures

Benchmark(s)
2013-14 enrollment showed 36%from out of district;
2013-14 enrollments showed 16% majority.

Progress in meeting the goal -
We continue to make steady progress through outreach.

Improvements needed Continued outreach to under-represented districts in the area.

Modifications in goal/objectives for 2014-2015 school year
We have begun to attract cohorts of students from suburban schools. The class of 2018 includes 12 students from Wintergreen Magnet School. We will increase targeted recruiting efforts.

Financial Information

DIRECTIONS: Provide, as attachments, the approved ED114 used for the expenditure of resources for this school, the budget narrative for these expenditures and the "Actual Expenditures from all Sources by Function and Object" form.

MANDATORY

(i) EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Describe the efforts of the school to reduce racial, ethnic and economic isolation during the 2007-08 school year. This description should include counts of the students and teachers involved, where appropriate. Space is limited; give priority to activities that bring students into direct contact with students from difference racial, ethnic, and economic backgrounds. Describe the progress made over the years. Report on:

- Educational opportunities for students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.
- Inter-or intradistrict choice programs whose purpose is to reduce racial, ethnic and economic isolation. Do not include vocational agriculture programs.
- Open-Choice and student exchange programs.
- Other experiences or activities designed to increase student awareness of the diversity of individuals and cultures.

MAXIMUM 20 LINES

As an Interdistrict Magnet School, New Haven Academy takes several steps to acknowledge the diversity of our learning community. The school's magnet theme is based around the *Facing History and Ourselves* (FHAO) program, an international citizenship education program that encourages adolescents and adults to examine profound ethical questions about history, decision-making, prejudice, and violence, and to participate in finding solutions to real-world problems. Students examine the themes of identity, group formation, bystander behavior, and reflect on their own understanding of themselves. Each of our 9th grade students took a semester-long Facing History seminar this fall, exploring events in Germany during the 1920s and 1930s and asking what ordinary citizens did – or failed to do – to allow the Nazis to rise to power and the Holocaust to take place. 10th grade students took a seminar exploring other genocides. 11th Graders studied the American Eugenics movement and its effect on race relations. All 12th Graders completed a Senior Social Action Project modeled on the Facing History theme of "Choosing to Participate."

NHA teachers and students started the "Upstander Movement," a coalition of student leadership groups taking a stand against discrimination, microagressions, and hurtful speech and actions. The groupv led seminars, whole-school activities, and produced a brochure on how to stand up for what's right.

All students at New Haven academy participate in our college & career exploration program. 11th graders took a credit-bearing class called "College Seminar," in which the College advisor worked with them on college searches, SAT preparation, Financial Aid and Scholarship planning. All students are required to develop a "Life Plan" in this course, detailing their post-high school plans and defending their choices.

NHA had over 50% of the student body actively support its Day of Silence Program, calling attention to the concerns of LGBT students and their supporters.

School Name:_____ **MANDATORY**

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Describe your school's efforts to involve your student's parents in their children's education. Connecticut general statue requires that you address how your school supports parents working at home with their children on learning activities. Report on additional ways in which your school involve parents, such as:

- helping parents create a home environment that encourages and supports learning
- promoting ongoing, effective, two-way communication with parents about
    - their children's progress and needs
    - the school's programs and activities
- recruiting and supporting parents as volunteers.

You might find it helpful to refer to the Connecticut State Board of Education's Standards for School-Family-Community Partnerships. They are online at www.sde.ct.gov/sde/PDF/DEPS/Family/SFCP/RevPos.pdf

MAXIMUM 25 LINES

There are 4 major initiatives at NHA to foster parent communication and collaboration: Academic Advisory; NHA 101; and the PTO Parent Workshop & School Support Series.

All students at NHA have an Academic Advisor – a full-time teacher who meets with a group of 12-14 advisees twice a week to facilitate discussions and activities on academics, social development, community service, and student growth. That advisor becomes a primary contact person four the family. It is our goal that the advisor establish regular contact, via phone or email, with each family on average twice a month.

NHA uses an online grading system, Jupitergrades.com, that allows parents to sign on to view current grades, upcoming assignments, and to email teachers with questions or concerns. The program also sends out automatic updates and emails based on parent settings. Combined with advisor contact, this program has revolutionized our communication.

NHA 101 / HS Seminar is a transition-to-high school program. The 9th grade teaching team is trained to teach and monitor behavioral, effort, and skill expectations to all incoming 9th graders in the context of their class. They communicate as a team twice a week and with advisors, who maintain weekly contact with 9th grade families through the 1st quarter of the year. The team also makes recommendations on scheduling and placement to address social, behavioral, skill, and performance needs and concerns. All 9th graders also take High School Seminar, a weekly class focused on 2 questions – How do I become a good High School Student? And Where am I going? How do I get there?

In 2009-10, we added the most important piece, a Parent Involvement Coordinator. This is a paid staff member and NHA parent who runs a parent welcome room, coordinates volunteer and PTO activities, runs parent workshops, and acts as a liaison between NHA parents, students, and staff. She has continued in 2010-11 to add programs, including a Parent Day, to welcome and involve parents in our school life.

School Name:_____ **MANDATORY**

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

Describe your school's improvement plans and activities. Include:

- efforts to engage parents in the planning and improvement of school programs
- Improvement of special education programs and services

MAXIMUM 25 LINES

NHA instituted Mastery Learning in 2013-14. Our premise:
We believe that there are critical thinking skills and essential knowledge that students must master in order to succeed in college and careers. We believe that all students can achieve mastery. We believe that learning cannot be averaged: students need time to practice and learn from mistakes.We believe that students should have multiple opportunities to show what they know and can do. We believe that grades should clearly communicate what students know and are able to do in each class. We believe that responsible work habits and community involvement are also critical to preparation for college, careers, and citizenship.

NHA continued a formal process for curriculum design & unit planning. Each teacher developed units centered on culminating projects. The "planning backwards" process also involves intense rubric development. Departments collaborated on developing standards-based performance targets centrered on our 6 Habits of Mind, as we move toward mastery-based grading and learning. Collaboration centered on developing common assessments, norming rubrics, unifying learning activities to prepare students for assessments, and the collection of data to assess student achievement.

The NHA Staff used its data team process to focus on the development of departmental rubrics and core performance assessments based on our 6 Habits of Mind: Ask Questions; Find Evidence; Make Connections; Consider Alternatives; Recognize Perspective; and Explain Relevance.

School Name: New Haven Academy **MANDATORY**

SUPLEMENTAL SCHOOL INFORMATION

Use this space to describe aspects of your school or programs that are not presented elsewhere in the profile. For instance, you might describe a curricular emphasis or instructional approach, program structure or scheduling, extracurricular activities, parental or community involvement, special programs, goals, awards, etc. Please include initiatives and programs such as character education that are designed to reduce barriers to learning and/or improve school climate.

MAXIMUM 20 LINES

Our 8th graduating class achieved 100% College Acceptance (matching our 1st 7 classes!).
2/3 of graduating class accepted to 4-year colleges, including Yale, Wesleyan, Tufts, Wheaton, Brown
1st high school to provide access for students to take college classes at Quinnipiac University
Membership in the *Coalition of Essential Schools*, a national network that promotes higher student achievement and develops more nurturing and humane school communities;
Partnership with Facing History and Ourselves, an international citizenship education program that encourages adolescents and adults to examine profound ethical questions about history, decision-making, prejudice, and violence, and to participate in finding solutions to real-world problems
Visiting Artist program: students exposed to Instrumental music, HipHop Dance and drama throughout the year, culminating with quarterly dances and Drama performances
NHA was the first New Haven Future Project Site - offering 55 NHA students a unique after-school experience that connects to our social justice theme. The Future Project unites college students, graduate students, and young professionals in the New Haven area with NHA students for a guided, year-long adventure.
Job shadow program & Internship Program: Students went on over 100 Job shadows and 95% of the 11th grade completed 3-week internships.
12th Grade Social Action Project: Each New Haven Academy Senior completed an independently designed and executed project that addressed a social issue or community problem through collaboration with outside organizations and people involved in that work, direct service, and research. S/he then led a presentation that demonstrated his/her expertise on the issue he/she chose to take on and reflected on what the project accomplished.

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. ☒ 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. ☒ 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. ☒ All students and employees have been notified of the name(s), office address(es), and telephone number(s) of the coordinator(s).
4. ☒ Grievance procedures for students have been adopted and published.
5. ☒ 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.
   - ☒ applicants for admission and employment
   - ☒ students and parents of students
   - ☒ employees
   - ☐ sources of referral of applicants
   - ☒ 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
   - ☒ memoranda's or other written communications distributed annually to each student and employee
   - ☒ announcements, bulletins, catalogs, student and faculty handbooks
   - ☒ application forms

8. ☒ The above-listed school publications are free of text and illustrations suggesting differential treatment on the basis of sex or disability.

9. ☒ 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]

Attachment C-1

Magnet School Name: New Haven Academy **District/School Code: 00114**

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	$2,001,688	1,514,047	231,346	134,443	38,857	82,995	0
1203	2100	Support Services - Students	$287,199	202,729	81,092	2,957	413	8	0
1204	2200	Improvement of Instructional Services	$141,273	92,690	37,076	8,624	2,757	126	0
1205	2300	Support Services - General Admin.	$42,697	22,684	9,074	7,859	3,080	0	0
1206	2400	School Based Administration	$276,617	207,059	63,251	3,299	3,008	0	0
1207	2600	Operation and Maintenance of Plant Svc.	$366,457	81,436	32,574	111,892	140,488	67	0
1208	2700	Student Transportation Services	$9,527	3,297	1,319	4,893	18	0	0
1209	2500 2900	Support Services	$114,415	35,527	14,211	64,140	208	329	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	$3,239,872	2,159,469	469,942	338,107	188,829	83,525	0

**Do not include transportations 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.

Magnet School Name: New Haven Academy District/School Code: 00114

SCHEDULE 2: Revenue by Source		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxx Other State Grants	$257,074
	State Magnet Operating Grant	$1,255,840
	Alliance	
	Priority	
	Bilingual	
	After School	
	School Based Clinic	
	Science Improvement for Reform Districts	
221	xxx Other Federal Grants	$117,076
	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	$1,589,158
	Local Contributions	
226	xxxx Other Sources of Revenue (list below , include tuition if applicable)	$20,723
	Private - Buck Grant, 1st Niagra, Gates Foundation, Nellie Mae	
299	Total	$3,239,872

Final 2013-2014