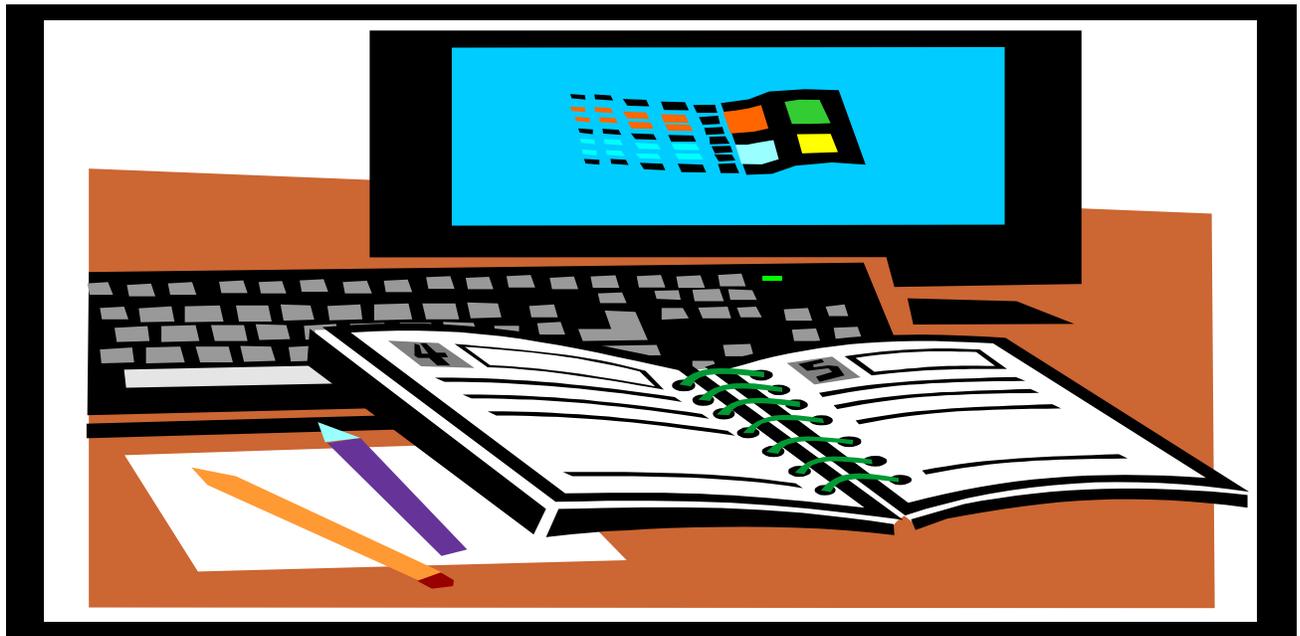




Magnet School

Annual Report



2013-2014

Ms. Robin Henry, Principal

Rotella Interdistrict Magnet School

Name of School

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Ms. Robin Henry, Principal

Director or Principal

Participating (formally) School Districts

Plymouth / Terryville

Thomaston

Waterbury

Wolcott



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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.

We prevent/reduce/eliminate racial, ethnic, and SES isolation by recruiting suburban students from Thomaston, Wolcott, and Plymouth/Terryville into our urban Waterbury setting, according to guidelines established by the Connecticut State Department of Education. We advertise for applicants in the Waterbury Republican-American newspaper, and in newspapers of surrounding towns, on local radio, and on public access television stations. Admission is through lottery. If all applicants from our consortium partner towns have been awarded seats through the lottery, yet some of the seats set aside for them remain unfilled, we accept student applicants from suburban districts outside of the consortium, in the order they appear on their respective waiting lists. Applications and registration forms are made available on the school website in English, Spanish, and Albanian and are distributed to all consortium schools, the Waterbury Bilingual Office, libraries, day-care centers, art, and sports groups. We annually host one daytime and one evening Open House/Information Session prior to the application deadline in February. Parents of prospective students may tour the school and engage in dialogues with school administrators and teachers about everything from the application process to our unique academic programming. Our Parent Liaison hosts our monthly School-Family-Community Coffee Hours and schedules events designed to foster healthy home-school relations, such as book fairs, workshops for parents, and enjoyable evenings for the entire family, such as “Build-A-Book” and the annual Harvest Fest. We host student art fairs, concerts, dance events and other theatrical productions that are well-attended, not only by parents and families, but by the general public.

- 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 in 2013-2014 are set by the district. They are to train classroom teachers K-5 in the Practice of Concept Based Curriculum (CBC), SEED process. This year time will be set aside during staff meetings for information sharing and collaboration on websites, etc. in the area of art integration.

- 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.

Our classroom and special area teachers make daily cross-curricular connections between the fine arts and traditional academic disciplines. Interdisciplinary lessons are commonplace. Because of this instructional approach, our students exercise visual-spatial abilities, reflective thinking, self-criticism, and the willingness to experiment and learn from mistakes, skills not measured by standardized tests. They are better able make clear connections between their schoolwork and real life outside their classroom walls. By frequently performing in front of their peers, families, and the community, our students develop poise and self-confidence at a very early age. All of this could be replicated in local public schools.

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

We have done our best to promote replication of our best practices with the regular public schools in our district by offering to share our methods and activities with other schools during district professional development days. For nine consecutive years, we've been awarded Sister School/Pupil Partners mini-grants from both CREC and ACES, funded by a State Interdistrict Cooperative Grant. Through this program, two grade classes and their teachers, from Rotella and from South Side School in suburban Bristol, Conn., visit each other over the course of a school year for collaborative language arts activities. Students and teachers from South Side School were able to experience first-hand the integrated arts teaching approach of Rotella's 5th grade teacher.

5) Describe your school's two greatest challenges/obstacles to meeting or exceeding the annual report's school goals section 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.

Numerous district initiatives are slowly encroaching upon the specialized focus that is at the heart of our mission. Time in our daily schedule to provide much of the unique programming that is consistent with our magnet theme, integrated arts, is gradually shrinking. We are also unable to provide professional development that is unique to our magnet theme during the district's designated professional development days. Topics are almost always predetermined for us. We fear that we will begin to look much too similar to regular district schools. The CSDE might be able to support our school by reminding our district that, as a magnet school, we must maintain a significant degree of uniqueness in order to attract students. As long as we are consistently achieving academic success and maintaining racial, ethnic, and economic diversity, we could be given greater latitude regarding the implementation of district initiatives. In response to this challenge, time will be provided during staff meetings to enhance our Magnet Theme at Rotella.

Rotella Interdistrict Magnet School

Applicants by district and grade as of lottery date

| Town | PK | K | 1 | 2 | 3 | 4 | 5 |
|---------------------|-----|-----|-----|-----|-----|-----|----|
| Beacon Falls | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Bridgeport | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| Bristol | 1 | 3 | 1 | 0 | 0 | 0 | 0 |
| Cheshire | 2 | 2 | 0 | 0 | 0 | 0 | 0 |
| Middlebury | 5 | 0 | 1 | 0 | 0 | 0 | 0 |
| Naugatuck | 25 | 19 | 8 | 10 | 9 | 8 | 1 |
| New Britain | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Newtown | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Northfield | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Oakville | 2 | 1 | 0 | 0 | 0 | 0 | 0 |
| Oxford | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| Plantsville | 2 | 1 | 0 | 1 | 0 | 0 | 0 |
| Plymouth/Terryville | 11 | 4 | 3 | 1 | 1 | 2 | 0 |
| Prospect | 8 | 5 | 1 | 2 | 0 | 1 | 0 |
| Southbury | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Southington | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Thomaston | 10 | 2 | 0 | 2 | 2 | 2 | 1 |
| Torrington | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Waterbury | 233 | 353 | 185 | 162 | 124 | 113 | 66 |
| Watertown | 1 | 2 | 0 | 0 | 0 | 0 | 0 |
| Wolcott | 42 | 6 | 2 | 1 | 5 | 0 | 1 |
| Woodbury | 0 | 1 | 0 | 0 | 0 | 0 | 0 |

Wait List as of October 1, 2013

| Town | PK | K | 1 | 2 | 3 | 4 | 5 |
|---------------------|-----|-----|-----|-----|-----|-----|----|
| Beacon Falls | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Bridgeport | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| Bristol | 1 | 3 | 1 | 0 | 0 | 0 | 0 |
| Cheshire | 1 | 2 | 0 | 0 | 0 | 0 | 0 |
| Middlebury | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Naugatuck | 25 | 19 | 6 | 7 | 6 | 6 | 1 |
| New Britain | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Newtown | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Northfield | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Oakville | 2 | 1 | 0 | 0 | 0 | 0 | 0 |
| Oxford | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| Plantsville | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| Plymouth/Terryville | 8 | 1 | 2 | 0 | 1 | 2 | 0 |
| Prospect | 8 | 5 | 0 | 2 | 0 | 1 | 0 |
| Southbury | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Southington | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Thomaston | 2 | 1 | 0 | 1 | 1 | 2 | 0 |
| Torrington | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Waterbury | 188 | 345 | 177 | 162 | 124 | 103 | 64 |
| Watertown | 1 | 2 | 0 | 0 | 0 | 0 | 0 |
| Wolcott | 29 | 2 | 2 | 1 | 4 | 0 | 1 |
| Woodbury | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | |



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. 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]

Magnet School Name: Rotella Magnet School District/School Code: 15133

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 | 5,434,968 | 4,365,008 | 661,926 | 206,787 | 158,401 | 42,846 | |
| 1203 | 2100 | Support Services - Students | 2,814 | | | 2,069 | | | 745 |
| 1204 | 2200 | Improvement of Instruction Services | 0 | | | | | | |
| 1205 | 2300 | Support Services - General Admin. | 12,381 | | | 12,381 | | | |
| 1206 | 2400 | School Based Administration | 2,669 | | | 2,669 | | | |
| 1207 | 2600 | Operation and Maintenance of Plant Svc. | 269,297 | | 3,597 | 187,270 | 77,564 | 866 | |
| 1208 | 2700 | Student Transportation Services | 394,118 | | | 357,064 | 37,054 | | |
| 1209 | 2500 2900 | Support Services | 2,566 | | | 958 | 1,608 | | |
| 1210 | 3100 | Net Expenditures for Food Services | 0 | | | | | | |
| 1211 | 3200 | Net Expenditures for Enterprise Operations | 0 | | | | | | |
| 1212 | | Indirect Overhead | | | | | | | |
| 1213 | Total | | 6,118,813 | 4,365,008 | 665,523 | 769,198 | 274,627 | 43,712 | 745 |

* 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.

Magnet School Name: Rotella Magnet School District/School Code: 15133

| 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 | \$2,708,020 |
| | | |
| | xxxx Other State Grants (please list below) | |
| | Title I Parental Involvement | \$ 3,607 |
| | Title IIA PBS | \$ 3,877 |
| | | |
| 221 | xxxx Other Federal Grants | |
| | | |
| | | |
| | | |
| | | |
| 222 | 1920 Contributions | \$3,403,309 |
| | | |
| | | |
| 226 | xxxx Other Sources of Revenue (list below, include tuition if applicable) | |
| | | |
| | | |
| | | |
| 299 | Total | \$6,118,813 |