



# **Magnet School**

## **Annual Report**

**2013-2014**

### **Greater Hartford Academy of Arts Elementary/Middle/High School**



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**Greater Hartford Academy of the Arts**

Name of School

**Elementary School:** 20 Security Drive, Avon, CT 06001  
**Middle School:** 160-172 Huyshope Avenue, Hartford, CT 06106  
**High School:** 15 Vernon Street, Hartford, CT 06106;  
160-172 Huyshope Ave, Hartford, CT 06106

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Address

**Elementary School:** (860) 677-0380  
**Middle School:** (860) 724-0685  
**High School:** (860) 757-6300

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Phone

**Elementary School:** [pphelan@crec.org](mailto:pphelan@crec.org)  
**Middle School:** [bryan@crec.org](mailto:bryan@crec.org)  
**High School:** [jostroff@crec.org](mailto:jostroff@crec.org)

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E-Mail

**Elementary School:** Patti Phelan, Principal  
**Middle School:** Bo Ryan, Principal  
**High School:** Jeff Ostroff, Principal

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**Participating (formally) School Districts**

All districts are eligible

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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)**

CREC employed a diversified and aggressive marketing strategy to increase the number of students applying for CREC schools. This targeted marketing plan included specific strategies for Hartford families, suburban families, and communities for which we have not had a significant applicant pool in past lotteries. Through an intensive community outreach campaign, we were able to reach a number of applicants from families where English is their second language. This year’s marketing campaign included direct mail, advertising through social media, radio and television commercials, community events, application events, and various other outreach opportunities through our community partners. In addition to the district-wide marketing strategies, each CREC magnet school offered open houses and in-school events, presentations at magnet school fairs, and direct outreach to parents and students in both Hartford and suburban district public schools. As in previous years, CREC continued to see an increase in the number of applicants to a CREC school.

At the elementary level, in order to recruit and retain a diverse student body, brochures describing the academic and arts related offerings of the Greater Hartford Academy of the Arts Elementary Magnet School were placed in suburban and Hartford public libraries throughout the 2013-14 school year. In addition, staff members were on hand to talk with the public during our students’ performance at the Peace, Love and Music Festival held in September 2013 at Hartford’s Elizabeth Park. In January, prior to a student performance for the public at the Asylum Hill Congregational Church, the school’s artistic director described our school’s mission and vision and answered questions about our school’s program.

At the middle school level, the administration conducts home visits during the summer to help with recruitment. The school hosted coffee talk tours during the Hartford Open Choice fairs so that interested families could see the school when they had finished with the fair. Staff participated in a clothing drive sponsored by Supreme Being in Hartford to promote the

school and local community. Several staff members also volunteer for Supreme Being, which provides an ongoing positive connection for several of our students from Hartford.

At all grades, the schools have a robust Positive Behavior and Intervention System and caring supportive climate. Students and staff are continually recognized for outstanding leadership and service. The ongoing positive reinforcement along with extensive education in the arts ensures that the schools retain a diverse student body.

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

Professional development for staff at the Capitol Region Education Council (CREC) is designed to enhance the knowledge, skills, and attitudes of its educators so that they can improve student learning. The year’s sessions focused on providing teachers with the tools needed to implement new national and state standards into all curricula, grades PreK-12.

**Teachers’ Academy**

CREC identifies and delivers essential professional development for its new teachers at the start of each school year through its Teachers’ Academy. This three-day event provides participants with the unique knowledge and skills that are essential for success as an instructor in our theme-based interdistrict magnet schools. While all certified educators who are in their first three years of employment with CREC are required to participate, returning teachers are also encouraged to register for sessions of interest. Over eighty workshops were offered in August of 2013. Topics included “Effective Strategies for Close Reading,” “Flipped Learning,” “Including Primary Sources into the Social Studies Classroom,” “How to Use Manipulatives in the Mathematics Classroom,” and “Strategies to Support Young Learners.” Over 350 staff members attended CREC’s Teachers’ Academy this year.

**Teachers’ College Reading & Writing Workshop Project**

CREC's schools continued to work with Columbia University’s Teachers’ College Reading and Writing Project (TCRWP) in an effort to build our capacity to meet the expectations of the Common Core State Standards. Staff developers from Teachers' College divide their time during professional development days by demonstrating strategies related to writing, reading and content-area literacy by coaching teachers, providing them with feedback and next-step goals, helping them to use and learn performance assessments, and preparing them for upcoming units of study.

**Common Core State Standards**

CREC Schools continued to implement Common Core Standards across all schools. Ongoing professional development was offered throughout the year to ensure fidelity of implementation.

**Shared Inquiry Training**

CREC Schools continued its work with the Great Books Foundation to support the teachers' use of the shared inquiry approach within its classrooms. The "shared inquiry" approach for reading and discussing literature engages students in higher-order thinking and collaborative

problem-solving by emphasizing questioning, text-based support and student discourse. While new teachers to CREC received the initial training, returning educators used the continued work with Great Books to receive feedback on how to maximize the quality of student discourse that takes place in their classroom.

### **Academic Rigor and Instruction**

CREC Schools continued to use tools for rigor, relevance and relationships developed by the International Center on Leadership in Education for grades K-12. We began adapting and using rubrics from Ed Leader21, specifically to assess communication, critical thinking, creativity and collaboration. In addition, modules on Academic Rigor and Shared Inquiry were offered through the Blended Solutions grant.

### **Monthly Book Study Groups**

The district's curriculum leaders facilitated monthly book study groups throughout the school year for all teachers. Book study groups promote conversations among teachers and school staff that lead to the application of new ideas and strategies in classrooms. Teachers had the opportunity to share insights, ask questions of the text and each other, and learn from the perspectives of other teachers across the district. Facilitated discussions on strategies that can be applied directly in the classroom, the potential obstacles to implementation, and what can be done to overcome these obstacles take place each month. *Maximizing Professional Capital* was one of the books discussed in the monthly study groups.

### **Next Generation Science Standards**

While Connecticut has not yet adopted the Next Generation Science Standards, CREC's teachers began conversations about how the *Framework* and NGSS standards may be implemented. Following the recommendations from the Connecticut State Department of Education, CREC's staff examined the eight Science and Engineering Practices described in the [Framework for K-12 Science Education](#), learned about the knowledge components inherent in each of the eight Practices, explored how students' abilities to use the Practices with specific content increases in complexity across the grades, and learned to design instructional outcomes that integrate all 3 Dimensions by combining one of the Practices with a science concept and a crosscutting theme.

### **Early Childhood**

Professional development for CREC's early childhood teachers centered on becoming familiar with the Connecticut's new Early Learning and Development Standards, which were released this past school year. Our teachers had the opportunity to attend a series of Dine and Discuss sessions, which followed the Office of Early Childhood's roll out model. CREC PreK teachers continued to enhance instructional methods through professional development sessions aligned to early language and literacy using the *Literacy Beginnings: A Prekindergarten Handbook* by Fountas and Pinnell. This handbook, along with new standards, provided the foundation for school based professional development and PLCs.

### **Positive Behavior Support System (PBIS)**

All CREC schools have implemented a PBIS system in their schools. District wide training of teams and coaches took place throughout the year.

### **Elementary Theme Development**

All staff are considered artists at the Greater Hartford Academy of the Arts Elementary Magnet School. Monthly professional learning took place among grade level teachers, art, music and physical education teachers, artist instructors, the theme coach, the artistic director and the principal. The staff collaborated and planned lessons to integrate the arts into the curriculum and the curriculum into the arts while focusing on essential questions derived from magnet standards. In addition, teachers participated in African dance, jazz and tap professional development taught by artist instructors from the Arts Academy High School.

### **Middle School Theme Development**

The Greater Hartford Academy of the Arts Middle School offered professional development to integrate the arts into academics and academics into the arts. The theme coach, formerly of The Hartford Stage professional development team, regularly presented to the staff. In addition, teacher leaders have led professional development focused on creating iMovies, tableaus, and creative writing. The staff read Textbook Fatigue, which focuses on text sets. Text sets are a collection of resources including text, pictures, video, and other media that help to build background knowledge. The staff also read Teach like a Pirate, which has a section on using art to hook students into the lesson.

### **High School Theme Development**

In the 2013-14 school year, professional development for all Arts faculty and staff focused on building Professional Learning Communities. Within the collaborative learning communities, academic and arts staff explored the following topics:

- Professional Learning Communities at work—strategies for practical implementation
- Student Led Conferences – Portfolio creation for academics and arts
- Schoology – Continued development of integration and usage to support arts integrated learning
- Data Analysis to improve instruction and student performance

### **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.**

At the Greater Hartford Academy of the Arts, we promote arts infusion within our academic program. Professional artists support the work in all three components of the Academy resulting in integrated and aligned instruction. This also allows for consistent scaffolding of skills across the PreK – 12 continuum. Teachers relate the material from our academic curriculum to the arts. Artist instructors work with academic teachers to create collaborative lessons that teach across disciplines. Also, our students have the opportunity to learn through different styles. They might have the option to write a poem, paint or create a song along with or instead of more traditional projects. In addition, teachers are provided with around one hundred hours of collaborative, professional learning a year. This time allows for collaborative planning, data analysis, research into best practices, and professional discussions which are focused on student achievement.

The PreK -12 model allows us to develop mixed grade level performances, referred to as Integrations Projects. The program pairs students from each school resulting in the creation of collaborative projects or performances. Examples include: middle school students performing at the elementary school, high school and middle school students in a dance performance, and high school and middle school students participating in African drumming together.

In addition, the Academy has been successful in creating strong partnerships within the arts community. Examples include partnerships with Hartford Stage, The Bushnell, Artists Collective, and The Hartford Symphony Orchestra. Visiting artists this year included Ben Vereen, Nick Cannon, Joy Franz, Stephen Rooks, Bill T. Jones Company, Early Mosley Company, Jimmy Greene, a choral group from Chicago, and an international percussionist. Additionally, students share their talents in the community with performances, displays or visits to public and private entities such as Peace and Music Festival, National Magnet Schools of America Conference, and performances at other local schools.

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

CREC has developed the Blended Solutions website to share best practices with their colleagues in the Hartford Public Schools. Blended Solutions offers a continuum of professional development for Hartford and CREC teachers through a mixture of online and face-to-face sessions that are aligned to Connecticut Common Core Standards, the Common Core Teaching Domains and the State Board of Education's Position Statement on Culturally Responsive Education. The site includes a library of resources, as well as videos that demonstrate CREC teachers providing high quality, research- based instruction within highly effective magnet school classrooms. Currently there are eight modules for professional learning available and over forty videos.

At all levels, the Arts Academy implements a number of best practices to ensure high student achievement, a positive school climate and engaging theme based education. Teacher led professional development ensures individual professional learning needs are addressed, and collaborative planning ensures a cohesive approach to teaching and learning. The arts and academics are seamlessly integrated in every classroom. In addition, an online learning platform is utilized to provide access to learning experiences during out of school time and also provides an additional opportunity for home school connections. Finally, the strong PBIS program provides a common language for expectations and promotes a safe, supportive learning environment. These strategies can be implemented in a variety of school environments and the Arts Academy staff are eager to share their expertise with interested teachers.

**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.**

The two greatest challenges facing the Greater Hartford Academy of the Arts are gathering background data on students to provide appropriate placement and interventions upon their arrival (including timely lottery notifications and waitlist placements) and expanding the facility to meet the needs of the growing student population of the school. At the high school level, working on two campuses and sharing resources continues to be a challenge. Maximum utilization of every space on both the Learning Corridor campus and Colt campus requires a team effort, cooperation and creativity. Ideas and funding support to alleviate space issues and resource deficiencies will be a major focus. At the elementary level, the move to a temporary location in Avon has created challenges related to staff and student retention.

CSDE may best support our attainment of 2014-15 school goals by further developing the feeder reports available to magnet schools, particularly attached to incoming middle and high school students, so that data on new magnet students will be readily available early in the admissions process to support the earliest intervention possible and appropriate placement. Moreover, the Regional School Choice Office and the regional transportation model can continue to be developed to meet the needs of students and families applying and admitted to our school. CSDE's continued support for the transitional and permanent space needs of the expanded Academy is also essential to our meeting school goals and ensuring future success and viability of our programs.

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

**\*NOTE:** The above information is managed by the SDE and can be obtained through the Department of Education and the Regional School Choice Office (RSCO).

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

**\*NOTE:** The above information is managed by the SDE and can be obtained through the Department of Education and the Regional School Choice Office (RSCO).

Note: Wait list/pool refers to those students not enrolled in your school or another interdistrict magnet school who applied for admission to your school for the 2013-14 year. Example: any student who entered a lottery for admission to your school as a first choice that ultimately not placed in any interdistrict magnet school.



***Financial Information***

DIRECTIONS: Provide, as attachments, Schedules 1 and 2 from the attached expenditures and revenues document. These should reflect *actual expenditures and revenues* by the close of 2013-14, and not merely the budgeted amounts from the onset of the school year submitted in your grant application.



**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]



*Financial Attachments*



Magnet School Name: Anna Grace Academy of the Arts--Elementary : 2013-2014

School Code: 2410614

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. \*

LINE	CODE	FUNCTION (Program Area)	OBJECT					Other (Col. 7)	
			Total	Salaries	Employee Benefits	Purchased Services	Supplies		Property
			(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 5)		(Col. 6)
1202	1000	Program Expenditures	2,299,042	1,532,791	447,363	54,742	129,753	134,394	
1203	2100	Support Services-Students	317,012	215,882	57,652	42,670	807	-	
1204	2200	Improvement of Instructional Services	38,336			38,336		-	
1205	2300	Support Services - General Admin.	111,708			111,708			
1206	2400	School Based Administration	236,743	195,852	40,892				
1207	2600	Operation and Maintenance of Plant Svc.	562,306			490,347	71,959		
1208	2700	Student Transportation Services	205			205			
1209	2500	Support Services	32,804			16,414	16,220		170
	2900		32,441			32,441			
1210	3100	Net Expenditures for Food Services	904			904			
1211	3200	Net Expenditures for Enterprise Operations	-						
1212		Indirect Overhead	160,908						
1213		<b>TOTAL</b>	3,792,408	1,944,524	545,907	787,766	218,739	134,394	170

\* Do not include transportation costs associated with home to school and back home or the excess cost of special education services.

<b>SCHEDULE 2: Revenues by Source</b>		
<b>Include all projected revenues for the school</b>		
<b>LINE</b>	<b>CODE DESCRIPTION</b>	<b>Total Revenue (Col. 1)</b>
220	<b>xxxx State Grants**</b>	
	<b>216 students @ \$10,443</b>	<b>\$2,255,688</b>
	<b>101 PreK students tuition @ \$4,045</b>	<b>408,545</b>
221	<b>xxxx Federal Grants**</b>	
	<b>Title I</b>	<b>7,881</b>
222	<b>1920 Contributions</b>	<b>2,140</b>
226	<b>xxxx Other Sources of Revenue**</b>	
	<b>Special Ed Services</b>	<b>200,818</b>
	<b>Local Tuition 115 students @\$4,045</b>	<b>469,220</b>
	<b>Before and Aftercare</b>	<b>129,316</b>
	<b>Care 4 Kids</b>	<b>7,288</b>
	<b>Bond Funds</b>	<b>182,828</b>
	<b>Fund Balance</b>	<b>128,686</b>
299	<b>Total</b>	<b>\$3,792,408</b>



Magnet School Name: Greater Hartford Academy of the Arts Middle School : 2013-2014

School Code: 2415314

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. \*

LINE	CODE	FUNCTION (Program Area)	OBJECT					Other (Col. 7)	
			Total (Col. 1)	Salaries (Col. 2)	Employee Benefits (Col. 3)	Purchased Services (Col. 4)	Supplies (Col. 5)		Property (Col. 6)
1202	1000	Program Expenditures	3,452,636	2,264,716	569,460	108,873	114,045	395,542	
1203	2100	Support Services-Students	502,036	327,686	71,487	101,959	903	-	
1204	2200	Improvement of Instructional Services	23,502			23,502		-	
1205	2300	Support Services - General Admin.	222,736			222,736			
1206	2400	School Based Administration	406,196	341,015	65,181				
1207	2600	Operation and Maintenance of Plant Svc.	1,651,101			1,599,941	51,160		
1208	2700	Student Transportation Services	5,623			5,623			
1209	2500	Support Services	65,458			17,732	45,590		2,136
	2900		41,775			41,775			
1210	3100	Net Expenditures for Food Services	(0)			(0)			
1211	3200	Net Expenditures for Enterprise Operations	-						
1212		Indirect Overhead	243,700						
1213		<b>TOTAL</b>	6,614,762	2,933,418	706,128	2,122,141	211,697	395,542	2,136

\* Do not include transportation costs associated with home to school and back home or the excess cost of special education services.

Magnet School Name: Greater Hartford Academy of the Arts--Middle School

School Code: 2415314

2013-2014

**SCHEDULE 2: Revenues by Source**

**Include all projected revenues for the school**

LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx State Grants**	
	328 students @ \$10,443	\$3,425,304
	Summer School	31,314
221	xxxx Federal Grants**	
	Title I	13,043
222	1920 Contributions	3,550
226	xxxx Other Sources of Revenue**	
	Special Ed Services	459,863
	Local Tuition 328 students @ \$4,635	1,502,270
	Bond Funds	1,483,104
299	<b>Total</b>	<b>\$6,918,448</b>

# BUDGET FORM

Created On: 5/28/2014

## ED 114

Fiscal Year: 2014  
Grantee Name: CREC  
Grant Title: MAGNET SCHOOL OPERATING  
Project Title: GRTR. HARTFORD ACADEMY OF THE ARTS  
Fund: 11000  
Grant Period: 7/1/2013 - 6/30/2014  
Project Code: SDE000000000002

Grantee: 241-000  
Funding Status: Final  
Vendor ID: 00241  
Year: 2014  
PROG: 82062  
CF1: 170031  
CF2: SDE00073  
Authorized Amount: \$6,793,694

### AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$6,793,694

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	328,436
111B	INSTRUCTIONAL	2,120,840
112A	EDUCATION AIDES	27,282
112B	CLERICAL	363,591
119	OTHER	2,552,358
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	1,109,521
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
510	STUDENT TRANSPORTATION SERVICES	
530	COMMUNICATIONS	
560	TUITION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
?	ADMINISTRATIVE SUPPLIES	
?	OTHER SUPPLIES	
700	PROPERTY	
890	OTHER OBJECTS	
940	INDIRECT COSTS (Prior FY2015)	291,666
	<b>TOTAL</b>	<b>\$6,793,694</b>

Original Request Date: 9/10/2013

This budget was approved by Regina Hopkins on 5/14/2014.

15701 (HD) = \$2,219,660.00

15790 (FD) = \$4,574,034.00

Magnet School Name: Greater Hartford Academy of the Arts--High School: 2013-2014

School Code: 2416414

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. \*

LINE	CODE	FUNCTION (Program Area)	OBJECT						
			Total	Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other
			(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 5)	(Col. 6)	(Col. 7)
1202	1000	Program Expenditures	5,233,745	3,933,241	1,096,327	77,585	95,000	31,592	
1203	2100	Support Services-Students	421,377	284,358	52,141	82,904	1,974	-	
1204	2200	Improvement of Instructional Services	13,276			13,276		-	
1205	2300	Support Services - General Admin.	257,130			257,130			
1206	2400	School Based Administration	422,770	361,587	61,184				
1207	2600	Operation and Maintenance of Plant Svc.	1,108,853			1,022,890	85,964		
1208	2700	Student Transportation Services	44,264			44,264			
1209	2500	Support Services	104,623			50,395	53,384		845
	2900		133,890			133,890			
1210	3100	Net Expenditures for Food Services	1,278			1,278			
1211	3200	Net Expenditures for Enterprise Operations	-						
1212		Indirect Overhead	337,910						
1213		<b>TOTAL</b>	8,079,117	4,579,186	1,209,652	1,683,612	236,321	31,592	845

\* Do not include transportation costs associated with home to school and back home or the excess cost of special education services.

2013-2014

**SCHEDULE 2: Revenues by Source**

Include all projected revenues for the school

LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx State Grants**	
	438 students @ \$10,443	\$4,574,034
221	xxxx Federal Grants**	
	Title I	88,912
222	1920 Contributions	1,186
226	xxxx Other Sources of Revenue**	
	Special Ed Services	387,342
	Local Tuition 438 students @ \$4,810	2,046,714
	Other income	294
	Fund Balance	980,636
299	Total	\$8,079,117