



Staples High School Graduation Requirements - Beginning 2019-20 for the Class of 2023

	Category	Minimum Credits
Humanities	English (4.0) Social Studies (3.0) Global Themes (1.0) U.S. History (1.0) Civics Requirement (0.5) Area Studies (0.5) Visual and Performing Arts (1.0) Open Humanities (1.0) <u>Any course in:</u> English, Social Studies, Visual and Performing Arts, World Languages	9.0
STEAM	Math (3.0) Science (3.0) Open STEAM (3.0) <u>Any course in:</u> Mathematics, Science, Technology Education, Media <u>Or:</u> <i>See attached</i>	9.0
P.E./Health	Health (1.0) P.E. (1.5)	2.5
World Languages	World Languages	2.0
	Mastery-Based Diploma Requirement	1.0
	Electives	2.5
	TOTAL MINIMUM CREDITS:	26

STEAM is an interdisciplinary and connected approach to learning that uses Science, Technology, Engineering, the Arts, and Mathematics.

STEAM electives must intentionally and consistently incorporate a connection between standards from multiple disciplines in order to engage students in authentic problem-solving using science, technology, engineering, art, and mathematics.

They must also regularly support and engage students in the development of one or more of the following skills:

- Use of a deliberate design process for generating ideas, testing theories, creating innovative artifacts, solving authentic problems, and communicating solutions or sharing conclusions
- Collection and analysis of data for use in developing descriptive models in order to understand complex systems and solve authentic problems
- Innovation and real-world application by combining science or tech with art or design
- Use of imagination to pique curiosity and inspire creative solutions to complex problems

Courses meeting this requirement outside of the Science, Math, Tech Education and Media:

English

- Advanced Journalism
- Visual Literacy - Graphic Literature

Social Studies

- AP Macro/Microeconomics
- Introduction to Economics
- Environmental Social Studies
- Understanding Psychology

Music

- Music Technology
- AP Music Theory

Theater

- Stagecraft:Scene Design and Construction

Visual Art

- Animation
- Graphic Design 1
- Graphic Design 2
- Photography 1
- Photography 2

- Digital Foundations Honors (UConn ECE)

ENGLISH

ADVANCED JOURNALISM

Advanced Journalism is a class for students who, after successfully completing Journalism for Publication, want to join the paper's staff. Students entering this course are expected to take on the various roles and positions of the paper (writer, layout artist, editor, business management, and editor-in-chief) and assume the responsibility of producing a quality monthly paper with excellent writing, the highest ethics, and effective layout. Students enrolling in the course must commit to work after school in order to publish the paper. If students wish to hold an editor's position on the staff, it is strongly advised that the students be enrolled in the course. Both physical and web versions of the paper will be produced.

VISUAL LITERACY - GRAPHIC LITERATURE

This interdisciplinary course will introduce students to the graphic literature genre. In doing so, students will learn about the history of the genre from the advent of the daily strip through the rise of the comic book and its heroes into the underground and contemporary graphic book. Students will develop an appreciation for the unique ability that comics and graphic works of literature possess to both show and tell a story. Opportunities will be provided for the students to analyze the social, political and cultural significance of this genre. The course will include both fiction (Possible titles may include Neil Gaiman's *Death: The High Cost of Living* and Morrison and McKean's *Arkham Asylum*) and nonfiction (Possible titles may include Marjane Satrapi's *Persepolis 2* and Gene Luen Yang's *American Born Chinese*.) Finally, students will understand and apply the artistic process of comics as they work towards the creation of their own original graphic literature piece in order to show the complexities and conflicts surrounding a global issue. Students will be using industry-standard technology (Photoshop, Illustrator, and Comic Life).

SOCIAL STUDIES

AP MACRO/MICROECONOMICS

AP Economics is a rigorous and intellectually demanding college level course, intended for highly motivated students who possess strong mathematics skills, are able to independently explore course topics, and wish to take a course that will prepare them for college-level studies in macro- and microeconomics. Macroeconomics instruction will give students a thorough understanding of the principles of economics that apply to an economic system as a whole, including particular emphasis on the study of national income and price-level determination, as well as developing students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Microeconomics instruction will give students thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. Primary emphasis is placed on the nature and function of product markets, and also includes the study of factor markets and of the role of government in promoting greater

efficiency and equity in the economy. There is a considerable amount of reading in the course, including many problem sets that students will be asked to solve. Assessment for the course is primarily based on test and quiz scores. Students must be prepared to spend time on their own preparing for each class. Students are expected to take the AP exam in May. A summer assignment may be required.

ENVIRONMENTAL SOCIAL STUDIES

The Environmental Social Studies elective course is designed for students having an interest in environmental issues. Utilizing field experiences that will focus on both scientific and social issues, students will study local habitats such as estuaries, marshlands, wetlands, and seashores. Using class and field experiences, students will explore past, present and future proposed use of a particular habitat. Political and environmental factors regarding land use are explored as well as future plans and anticipated impact on the total environment. The course will run for two consecutive periods, being team taught by a science teacher and a social studies teacher. The course is limited to 40 students.

INTRODUCTION TO ECONOMICS

The Introduction to Economics elective course will provide students with a conceptual framework for effective economic decision-making. Units studied include American capitalism, money, credit, banking, investment, fiscal and monetary policy, macroeconomics, and international trade. Students are encouraged to see how politics, international relations, and daily life are affected by economic factors. Class activities include research, discussion, data analysis, and communicating solutions to real-world problems.

UNDERSTANDING PSYCHOLOGY

The Understanding Psychology elective course is designed to introduce students to the study of human behavior and develop a deep understanding of the biological formations and functions of the human brain. Areas of study will include research methods and ethics, bio-psychology, abnormal psychology, and human development. Students will engage with authentic scientific research and analyze psychological theories as they relate to the real world.

MUSIC DEPARTMENT

MUSIC TECHNOLOGY

Music technology is a one-semester class for students in grades 9-12. Over the course of the semester, students utilize music software and digital instruments to create, compose, and respond to various musical elements and fundamentals. Songs and musical arrangements are studied to identify how each piece utilizes the basic elements of music (tempo, rhythm, pitch, melody, harmony, form, and style). Students use digital music applications to create, edit, manipulate and arrange musical compositions in a style similar to the ones studied in class. Students demonstrate their understanding of these musical components by generating original compositions and/or arrangements in a variety of musical styles (jazz, rock, Latin, reggae, techno, pop, etc.). This course may be repeated for credit.

AP MUSIC THEORY

AP Music Theory students will develop the ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The student will develop aural, sight-singing, written, compositional, and analytical exercises. Students will solve compositional problems and become proficient in part-writing. Students will receive ear-training and skills for aural identification and dictation notation using appropriate software and web-based instruction. The curriculum for this course has been designed in cooperation with the AP Testing Service and will prepare students to take the AP Music Theory exam in May.

VISUAL ART DEPARTMENT

ANIMATION

This course is for students who are interested in studying the art of animation. Students will have the opportunity to experience varied traditional animation techniques such as flip books and stop-motion animation with emphasis on digital techniques and the compositional process. Students will work both independently and in small groups. The history of animation as well as contemporary animation topics will be covered throughout the semester.

GRAPHIC DESIGN 1

This is a beginning course for students interested in digital art and graphic design. Students will obtain a strong foundation in the elements of art, principles of design, typography, and composition in regard to the field of graphic design, branding, and illustration. Students will become proficient in Adobe Photoshop and Illustrator. Emphasis is on the process of creating and design thinking. The work of famous designers of the past as well as current designers will be introduced and used as the inspiration for some assignments.

GRAPHIC DESIGN 2

This is a course for students interested in digital art and graphic design to continue their investigation of the medium. Students will continue to develop their skills in Adobe Photoshop and Illustrator as well as other Adobe software. Emphasis is on the creative process and design thinking. Each semester there is an opportunity for students to create design work for a "real world" client.

PHOTOGRAPHY 1

Students will gain an understanding of how to creatively capture images using Digital SLR cameras. Emphasis is placed on creative camera controls, compositional awareness, and personal expression/creativity. Photographs will be edited using Adobe Photoshop software to achieve color correction edits, black and white conversion, collage, etc. Celebrated works by past and present photographers will be examined to help develop personal aesthetic sense and concept of theme based imagery.

PHOTOGRAPHY 2

This course offers an opportunity to further refine technical camera skills while continuing to foster aesthetic thought through the exploration of digital art as a mode for personal expression and communication. Students conceptualize ideas and generate unique series of images using sophisticated methods of image manipulation including HDR photography, camera RAW processing, and various Photoshop techniques. This course may be taken multiple times with teacher and department coordinator approval. Students should be able to work independently.

DIGITAL FOUNDATIONS HONORS (UCONN ECE)

Students will engage with a variety of real-world, media-based projects where the focus is on identifying new ways to share and communicate information visually. Students will build on their understanding of art and design formal concepts and have the opportunity to further their software and digital media skills with an emphasis on creative thinking, problem-solving, and collaboration. Students will explore a variety of print, video and animation media throughout the course.

THEATER

STAGECRAFT: SCENE DESIGN & CONSTRUCTION

Stagecraft is designed for students interested in the technical aspects of theater. Students will focus on the role of the artist as a designer of the setting and lighting. Instruction will include set design and construction, lighting and audio. Students will be expected to work on major productions throughout the year, as well.



STAPLES HIGH SCHOOL

Connections Committee
A Sub-committee of Collaborative Team
Initial Presentation

Staples High School
70 North Avenue
Westport, CT 06880

Members:

Jennifer Giudice
Leslie Hammer
Patricia Howells
Colin Neenan
Enia Noonan
Bill Plunkett
Sara Prior
Luke Rosenberg
Deb Slocum
Reneé Torres

Committee Objective

The Advisory Committee was formed in an effort of the Collaborative Team and administration to design and implement an advisory period at Staples High School that would fulfill the following needs identified by the administration, NEASC, and school climate committee:

- To provide each student with an opportunity to develop a positive relationship with an adult in the building whom they see on a regular basis for all four years of high school in a non-evaluative atmosphere.
- To build a stronger sense of community.
- To optimize communication throughout the school community.
- To reduce the need for special schedules and disruptions to regularly scheduled instructional time.
- To provide students with a structured break from the academic pressures of a high performing high school.

Research

The Advisory Committee and other staff members visited and observed the advisories at Darien and Joel Barlow High Schools. Further information was gathered through a survey and interviews with other Connecticut schools regarding scheduling, staffing, class size, training, oversight, use of curriculum, and how advisories are assigned.

Mission Statement

Connections serves as an intentional time to: communicate school-related information, foster meaningful connections between students and staff members, and create a safe environment where students feel comfortable to hold open discussions throughout their Staples career.

Logistical Information

- 160 total advisories (all full-time teachers + administrators/paraprofessionals)
- Advisories are assigned by grade level and school counselor
 - 40 advisories per grade level
 - 10-12 students per advisory
 - Each counselor has 4 advisories per grade level
- Every classroom will be used in addition to multiple sections assigned to common areas.
- Meet 2x/ week for 20 minutes.
- Paired advisories to allow for coverage during teacher absences.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Period _
(7:30-8:20)
50 minutes

Period _
(7:30-8:15)
45 minutes

Period _
(7:30-8:20)
50 minutes

Period _
(7:30-8:15)
45 minutes

Period _
(7:30-8:20)
50 minutes

Period _
(8:25-9:45)
80 minutes

Period _
(8:20-9:35)
75 minutes

Period _
(8:25-9:45)
80 minutes

Period _
(8:20-9:35)
75 minutes

Period _
(8:25-9:45)
80 minutes

Advisory
(9:40-10:00)
20 minutes

Advisory
(9:40-10:00)
20 minutes

Period _
(9:50-10:40)
50 minutes

Period _
(10:05-10:50)
45 minutes

Period _
(9:50-10:40)
50 minutes

Period _
(10:05-10:50)
45 minutes

Period _
(9:50-10:40)
50 minutes

1st Lunch
(10:45-11:15)

1st Lunch
(10:55-11:25)

1st Lunch
(10:45-11:15)

1st Lunch
(10:55-11:25)

1st Lunch
(10:45-11:15)

2nd Lunch
11:20-11:50

2nd Lunch
(11:30-12:00)

2nd Lunch
11:20-11:50

2nd Lunch
(11:30-12:00)

2nd Lunch
11:20-11:50

3rd Lunch
(11:55-12:25)

3rd Lunch
(12:05-12:35)

3rd Lunch
(11:55-12:25)

3rd Lunch
(12:05-12:35)

3rd Lunch
(11:55-12:25)

Period _
(12:30-1:20)
50 minutes

Period _
(12:40-1:25)
45 minutes

Period _
(12:30-1:20)
50 minutes

Period _
(12:40-1:25)
45 minutes

Period _
(12:30-1:20)
50 minutes

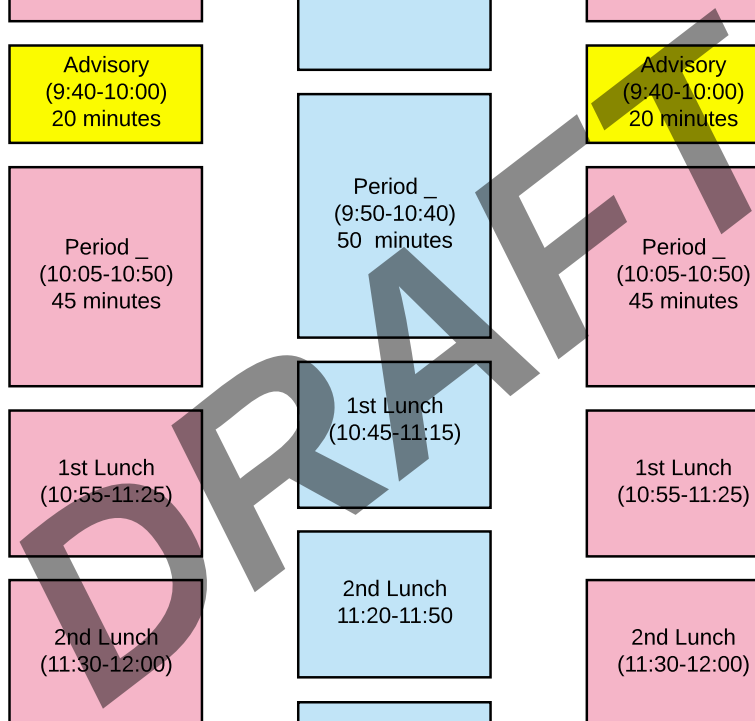
Period _
(1:25-2:15)
50 minutes

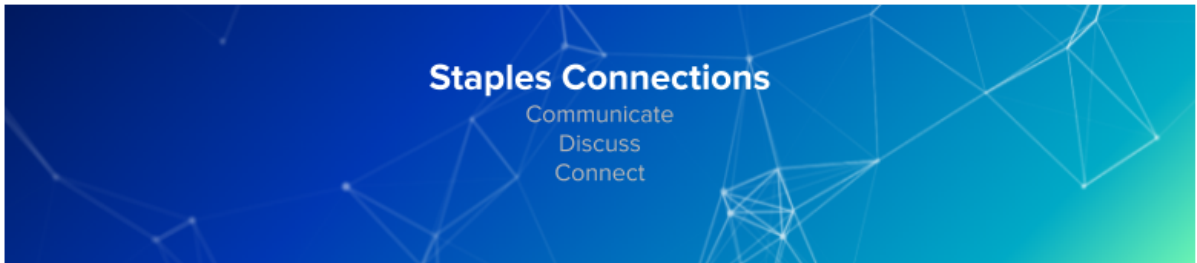
Period _
(1:30-2:15)
45 minutes

Period _
(1:25-2:15)
50 minutes

Period _
(1:30-2:15)
45 minutes

Period _
(1:25-2:15)
50 minutes





ANNOUNCEMENTS

- This would include announcements for all students. Teachers would decide how to share them with their students.
- Announcements could include special schedules, upcoming events and deadlines.
- As a building, we would need to decide which announcements to include to encourage a sense of community.
- The library has volunteered to collect and coordinate information and produce and distribute these Connections documents.



TRENDING IN INKLINGS/GMS

- One or more Inklings articles or GMS segments would be highlighted for each Connections period.
- Students and staff could make suggestions regarding what stories would best promote a sense of community. Again, the library has volunteered to coordinate this.

FOR YOUR CONSIDERATION

- This section could include current events and issues the staff feels are relevant or important to discuss with students. Vaping, sexual harassment, and bullying could be potential discussion items.
- Based on their understanding of their students, Connections leaders would decide how and what to discuss.
- This is also a place where we could invite student feedback.



[Click here to recommend topics for future Connections Conversations.](#)

CALENDAR

It may be helpful to include some way of letting everyone know about upcoming events.

MAY 2019						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Download & Print Free Calendars From www.wiki-calendar.com

FUTURE CONNECTIONS

This would explain what to expect in future sessions.

Through summer curriculum writing, the first few months of Connections could be planned out. In November, the Connections Committee would reach out to staff interested in helping to revise the Connections experience to best serve its intended goals.

Current Schedule

50 minutes	50 minutes	50 minutes	50 minutes	50 minutes
Communication Time	Communication Time	Communication Time	Communication Time	Communication Time
80 Minutes	80 Minutes	80 Minutes	80 Minutes	80 Minutes
50 minutes	50 minutes	50 minutes	50 minutes	50 minutes
30 min	30 min	30 min	30 min	30 min
30 min	30 min	30 min	30 min	30 min
30 min	30 min	30 min	30 min	30 min
50 minutes	50 minutes	50 minutes	50 minutes	50 minutes
50 minutes	50 minutes	50 minutes	50 minutes	50 minutes

Anticipated Schedule

50 minutes	45 minutes	50 minutes	45 minutes	50 minutes
Communication Time		Communication Time		Communication Time
80 Minutes	75 Minutes	80 Minutes	75 Minutes	80 Minutes
	Connections- 20 Minutes		Connections- 20 Minutes	
50 minutes	45 Minutes	50 minutes	45 Minutes	50 minutes
30 min	30 min	30 min	30 min	30 min
30 min	30 min	30 min	30 min	30 min
30 min	30 min	30 min	30 min	30 min
50 minutes	45 minutes	50 minutes	45 minutes	50 minutes
50 minutes	45 minutes	50 minutes	45 minutes	50 minutes

Schedule Analysis:

In an average month:

- 160 minutes devoted to Connections
- Overall time investment:
 - 0-20 minutes per month for non-Science courses
 - 805-825 minutes per month
 - Current: 825 per month
 - 20-30 minutes per month for Science courses
 - 870-880 minutes per month
 - Current: 900 minutes per month
- Science Lab time affected by 10 minutes
 - 5 minutes, twice per month

DRAFT Rotation Examples:

August/September 2019				
M	Tu	W	Th	F
19	20	21	22	23
	PD Day	PD Day	PD Day	PD Day
26	27	28	29	30
PD Day	A*	B*	C*	D*
2	3	4	5	6
	A*	B	C*	D
9	10	11	12	13
A	B*	C	D*	A
16	17	18	19	20
B	C*	D	A*	B
23	24	25	26	27
C	D*	A	B*	C
30				

January 2020				
M	Tu	W	Th	F
		1	2	3
			B	C
6	7	8	9	10
D	A*	B	C*	D
13	14	15	16	17
A	B*	E1	EXAMS	EXAMS
20	21	22	23	24
	E2	EXAMS	EXAM/MAKEUP	EXAM/MAKEUP
27	28	29	30	31
C	D*	A	B*	C

Sample Topics:

Whole School:

- Welcome Back Icebreakers
- Building Orientation
- Code of Conduct/Community Expectations
- Team Building Activities
- Social Emotional Learning Activities (RULER)
- Mindfulness/De-Stressing Techniques
- Managing Transitions
- Substance Use and Abuse
- Social Media
- Digital Literacy
- Hour of Code
- Good Morning Staples/School News
- Uses of Naviance
- School Safety
- Organization and Time Management
- Study Skills
- Academic Integrity/Plagiarism
- Cross-Grade Level Conversations
- Play and Concert Previews
- Standardized Test Administration Preparation
- Club and Activity Introductions
- Elective Course Selection Overview
- Academic Goal Setting
- Student Assembly Outreach
- New Student Groups
- Current Events
- Student Surveys/Focus Groups
- Student Leadership/Pairing with Other Connections Groups
- Implementation of School Climate Recommendations

Grade Level Specific

- Freshman Transition Topics
- Counselor Meetings
- High School Student Technology Training
- Class Meetings with Assistant Principals
- Managing High School Social Life
- Preparing for First Exams
- Managing Summer Assignments
- Alternative Learning Programs
- Career Fair
- Prom Expectations
- Voter Registration
- Yearbook Class Photos
- Correspondence Etiquette
- Asking for Teacher Recommendations
- Interview Tips
- Senior Internship Meetings
- Welcome to the Real World/Financial Reality
- Preparing to Be a Roommate

Community & School Partnerships

- ADL
- TEAM Westport
- Veterans Day Commemoration
- Domestic/Dating Violence Prevention
- Grim Reality Day Programming
- Community Service Opportunities
- Link Crew

DRG A Districts with Advisory

- Darien High School
- Joel Barlow High School
- New Canaan High School
- Ridgefield High School
- Weston High School
- Wilton High School

Other Districts Researched

- Concord-Carlisle High School (MA)
- Amity Regional High School
- Cheshire High School
- Fairfield Ludlowe High School
- Fairfield Warde High School
- Simsbury High School
- Trumbull High School



WESTPORT PUBLIC SCHOOLS

DAVID E. ABBEY, PH.D.
Interim Superintendent of Schools

110 Myrtle Avenue
Westport, Connecticut 06880
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To: Members of the Board of Education

From: ~~E.A.~~ Mr. Elio Longo, Chief Financial Officer
~~D.A.~~ Dr. David Abbey, Interim Superintendent of Schools

Re: Tuition Rates for 2019-20

Date: May 30, 2019

We annually establish tuition rates to cover the following circumstances:

1. to provide the basis for calculating the 25% tuition rate for the non-resident children of school employees;
2. to cover students who move out of Westport before April 1, who are permitted to complete the school year on a pro-rated basis;
3. to cover exceptional cases, such as when families enroll children expecting to move to Westport, and then fail to establish residency, or other unforeseen circumstances; and
4. to cover instances when students are accepted as tuition students for the year.

During the current 2018-19 school year there were 33 children of employees who attended our schools. We anticipate approximately the same number for the 2019-2020 school year.

Several years ago, in response to a Board request, a formula was developed for tuition rates for the various grade levels which gave a close approximation of actual costs. (The base tuition figures do not include the cost of bus transportation between home and school as this service is not provided to non-resident students. It also does not include special education costs, which are assessed on an individual basis for students requiring special education.)

For the upcoming 2019-20 school year we have applied the total general budget increase of 1.79% to the 2018-2019 rates. The chart on the following page shows the current rates and the new rates for 2019-2020.

TUITION RATES: 2019-20 GRADES K-12

Grade Level	Full Non-Resident Tuition		Employee Tuition	
	18-19	19-20	18-19	19-20
K-5	16,936	17,239	4,234	4,310
6-8	23,715	24,140	5,929	6,035
9-12	25,399	25,854	6,350	6,463

TUITION RATES: 2019-20 PRE-SCHOOL

The full rates for our integrated pre-school were established during the 2019-20 budget process by the Pupil Services Department in collaboration with the Business Office, and are competitive with other area pre-schools. Westport residents' children with special needs receive free tuition, as per federal mandate. Westport residents' children without special needs are admitted to the program at the tuition rate(s) shown below. Employees' children are admitted only after all residents' children have been accommodated. As with K-12 tuition, employees pay 25% of the full rate.

	Full Rate	Employee Rate
3-5 year-olds 5 days per week	6,692	1,673
3-5 year-olds (Extended day)	10,323	2,581

**Medical Health Insurance
FY 18-19 Projections as of April 30, 2019**

	<u>FY 19 Projection</u> <u>Budget</u>	<u>FY 19 Projection</u> <u>Mar-19</u>	<u>FY 19 Projection</u> <u>May-19</u>	<u>FY 19 Projection</u> <u>\$ Variance</u>
Cash receipts				
General Fund Budget from line 210	15,203,452	15,203,452	15,203,452	-
Other Fund Contributions	100,000	99,138	99,138	(862) U
Employee Contributions (Active)	3,045,340	3,141,057	3,133,453	88,113 F
Flex Spending Accounts	-	-	-	-
Cobra Participants	-	-	-	-
Retirees - Under 65	375,000	323,263	323,263	(51,737) U
State Teachers Retirement (TRB)	115,000	103,058	103,377	(11,623) U
Life Insurance Premiums	25,000	31,246	28,070	3,070 F
Retirees Medicare Surround	598,619	593,471	588,755	(9,864) U
Other Contributions (FMLA, Retiree Life, etc.)	64,500	69,885	70,573	6,073 F
Pharmacy Rebate & Other Credits	-	308,224	329,846	329,846 F
Total cash receipts	19,526,911	19,872,794	19,879,927	353,016 F
Cash disbursements				
State Partnership Plan 2.0 (10 months)	13,222,576	13,340,067	13,398,407	175,831 U
Medical & Prescription (2 Months Self insured)	2,800,000	3,125,910	3,125,910	325,910 U
IBNR	1,300,000	1,396,137	1,402,118	102,118 U
Dental	1,147,718	1,012,871	1,032,616	(115,102) F
Flex Spending Accounts	-	-	-	-
Contribution to HSA	-	-	333	333 U
Medical Administrative	66,322	66,322	66,322	-
Network Access Fee	25,546	25,546	25,546	-
Individual Stop-Loss	171,662	171,662	171,662	-
Dental Administrative & Other Fees	55,931	56,372	59,872	3,941 U
FSA Administrative	2,000	3,000	3,068	1,068 U
Consulting Fee	52,500	52,500	52,500	-
PCORI Fee	4,525	4,525	4,525	-
Retirees Medicare Surround	913,706	916,330	918,357	4,651 U
Total cash disbursements	19,762,486	20,171,241	20,261,235	498,749 U
Change in cash balance	(235,575)	(298,447)	(381,308)	(145,733) U
Beginning cash balance	1,695,998	1,695,998	1,695,998	
FY 19 Pre funded by Town	(1,500,000)	(1,500,000)	(1,500,000)	
Change in Cash	(235,575)	(298,447)	(381,308)	
Net Position(Deficit) end of year-projection	(39,576)	(102,448)	(185,309)	

	<u>Medical/Rx (HDHP)</u>	<u>Medical/Rx (SPP)</u>	<u>IBNR</u>	<u>Dental</u>	<u>Flex/Other</u>
HDHP					
Jul 2018	\$ 1,514,635	\$ -	\$ -	\$ 99,980	\$ 775
Aug 2018	\$ 1,611,274	\$ -	\$ -	\$ 90,743	\$ 190
Sep 2018	\$ -	\$ 1,318,542	\$ 979,962	\$ 90,285	\$ 7,367
Oct 2018	\$ -	\$ 1,338,285	\$ 200,148	\$ 111,642	\$ 8,790
Nov 2018	\$ -	\$ 1,349,207	\$ 116,084	\$ 72,889	\$ 7,760
Dec 2018	\$ -	\$ 1,334,166	\$ 48,325	\$ 75,711	\$ 13,023
Jan 2019	\$ -	\$ 1,341,191	\$ 48,772	\$ 65,984	\$ 13,825
Feb 2019	\$ -	\$ 1,360,006	\$ 2,845	\$ 68,013	\$ 12,470
Mar 2019	\$ -	\$ 1,342,847	\$ 5,196	\$ 85,921	\$ 10,608
Apr 2019	\$ -	\$ 1,334,482	\$ 785	\$ 99,345	\$ 8,707
Actual	\$ 3,125,910	\$ 10,718,726	\$ 1,402,118	\$ 860,513	\$ 83,515
Budget	\$ 2,800,000	\$ 13,222,576	\$ 1,300,000	\$ 1,147,718	
Actual vs. Budget	\$ (325,910)	-	-	-	
Actual YTD Spend Rate	111.6%	81.1%	107.9%	75.0%	
Theoretical YTD Spend Rate	100.0%	80.0%	100.0%	83.3%	
YTD variance %	11.6%	1.1%	7.9%	-8.4%	
YTD variance \$		\$ (140,665)	\$ (102,118)	\$ 95,919	
Projected Trend full year		\$ (175,831)	\$ (102,118)	\$ 115,102	