

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

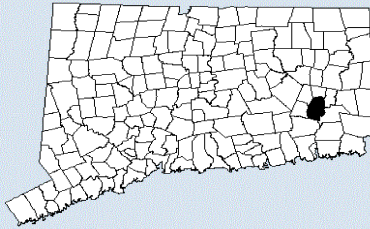


Integrated Day Charter School District

860-892-1900

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	331
Per Pupil Expenditures ¹	\$12,245
Total Expenditures ¹	\$4,053,122

¹Expenditure data reflect the 2014-15 year.

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	163	49.2	48.3
Male	168	50.8	51.6
American Indian or Alaska Native	*	*	0.2
Asian	36	10.9	4.9
Black or African American	*	*	12.8
Hispanic or Latino	44	13.3	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	31	9.4	2.7
White	192	58.0	55.9
English Learners	28	8.5	6.4
Eligible for Free or Reduced-Price Meals	116	35.0	38.0
Students with Disabilities ¹	24	7.3	13.7

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ² Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	6	3.7	7	3.7
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	6	5.5	6	5.0
Students with Disabilities	*	*	*	*
District	13	4.4	12	3.6
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 16

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	18.1
Paraprofessional Instructional Assistants	9.5
Special Education	
Teachers and Instructors	2.5
Paraprofessional Instructional Assistants	0.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	3.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.8
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	11.5

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	3.6	3.5
Hispanic or Latino	1	3.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	26	92.9	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	9.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,108,599	6,370	9,387
Instructional Supplies and Equipment	145,660	440	318
Improvement of Instruction and Educational Media Services	157,613	476	541
Student Support Services	185,258	560	1,048
Administration and Support Services	811,075	2,450	1,790
Plant Operation and Maintenance	426,766	1,289	1,608
Transportation	11,378	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	206,773	625	194
Total	4,053,122	12,245	15,762

Additional Expenditures

Land, Buildings, and Debt Service	168,285	508	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	86.6	86.9
Federal	2.9	2.9
Tuition & Other	10.5	10.2

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	19	*	19	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	25	64.4	25	57.3	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	22	59.7	22	47.5	11	*
White	114	65.6	109	58.9	40	56.5
English Learners	21	57.5	21	55.4	*	*
Non-English Learners	173	65.3	168	57.2	*	*
Eligible for Free or Reduced-Price Meals	68	65.1	67	57.4	21	45.9
Not Eligible for Free or Reduced-Price Meals	126	64.2	122	56.8	44	55.0
Students with Disabilities	25	50.0	24	43.8	9	*
Students without Disabilities	169	66.6	165	59.0	56	53.0
High Needs	92	61.5	90	55.3	27	45.5
Non-High Needs	102	67.2	99	58.6	38	56.7
District	194	64.5	189	57.0	65	52.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	66.7	84.4	69.7	N/A	98	73.5
Curl Up	81.8	59.4	66.7	N/A	98	69.4
Push Up	60.6	53.1	63.6	N/A	98	59.2
Mile Run/PACER	60.6	50.0	72.7	N/A	98	61.2
All Tests - District	36.4	21.9	30.3	N/A	98	29.6
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	64.5	75	43.0	50	86.0	67.7
	High Needs Students	61.5	75	41.0	50	82.0	56.7
Math Performance Index	All Students	57.0	75	38.0	50	76.1	61.4
	High Needs Students	55.3	75	36.9	50	73.8	49.9
Science Performance Index	All Students	52.1	75	34.7	50	69.4	57.5
	High Needs Students	45.5	75	30.3	50	60.7	47.0
ELA Academic Growth	All Students	52.4%	100%	52.4	100	52.4	63.8%
	High Needs Students	47.1%	100%	47.1	100	47.1	58.3%
Math Academic Growth	All Students	64.8%	100%	64.8	100	64.8	65.0%
	High Needs Students	66.8%	100%	66.8	100	66.8	57.4%
Chronic Absenteeism	All Students	4.4%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	6.4%	<=5%	47.1	50	94.3	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		96.8%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.0% 29.6%	75%	19.7	50	39.5	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				621.9	900	69.1	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	67.2	61.5	5.7	16.5	
Math Performance Index Gap	58.6	55.3	3.3	18.9	
Science Performance Index Gap	56.7	45.5	11.2	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	97.0
	High Needs Students	97.9
Science	All Students	97.1
	High Needs Students	96.6

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.4**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Improvement of our Special Education programs is consistently on going. We strive to provide the best possible services in the least restrictive environment.

Most recently we have improved our SBRI protocol and have met with all teachers to review the CST, PPT and 504 processes. Our effort to ensure excellence attendance has been very beneficial. Our Social Worker monitors any potentially truant children, meets with their families and keeps a record of all parent meeting to address attendance issues. Our attendance is at 98%. The Integrated Day Charter School was founded on parental involvement. The school believes that parents and caregivers are the children's first teachers. They are an integral part of the education process. Parents and caregivers are represented on the Board of Directors, the Integrated Day Charter School Foundation, School Council and the Integrated Day Education Alliance. Parents and caregivers are encouraged to volunteer in classroom regardless of whether their child is in that classroom or not. Students complete research projects in which parents and caregivers can serve as experts in their field. Parents and caregivers are involved in arranging after school activities, annual fundraising events, serving on the interviewing committee for hiring, and mentoring new parents. At the annual open house, parents and caregivers volunteer to act as guides around the school and are available to answer questions that prospective parents may have. Parents can bring their concerns, discuss curriculum or make suggestions to improve the school. Parents and caregivers have often stepped into leadership roles, volunteered to assist with morning and afternoon outside duties, established networks with community members, and have assisted in various other ways. A unique aspect of the IDCS school community is the summer home visit. Teachers visit each home and discuss the goals for the year and the mission and vision of the school. A weekly on-line newsletter is sent home to parents and caregivers. The newsletter announces upcoming events, school news, reviews policies, offers suggestion how to assist their children at home, and general information about the school. Many parents use email which has become preferred method of communication. It is a goal of IDCS that families are valued as an integral component of the education process. At the end of the year, surveys are sent out to collect data towards the goal. As a designated HOT School, IDCS will reach out to parents and ask them to participate in the week long and/or two day mini-HOT Institutes which will focus on the Common Core and the arts. In addition, meetings are scheduled to address academic concerns that parents may have and student led conference are held twice a year.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Integrated Day Charter School continues to make efforts to reduce racial, ethnic and economic isolation. Operating under the constraints of charter school admissions legislation, students are admitted by date of application from a waiting list. Pre K students are admitted by a lottery system. Subsequently, there is no means to expand the diversity at the school at a faster rate. The Integrated Day Charter School none the less has a diversity rate of 42%. The school's brochure has been made available at several locations. Brochures and applications are available at the public library in Norwich and the NAACP. Through our outreach efforts, our diversity rate has increased within the last five years. An open house, which is announced through the newspaper and cable television, is held annually in the spring for any interested parents/caregivers. A relationship with the local chapter of the NAACP has been established. Members of the community are given tours of the school and there is an information and outreach effort. Teachers from local schools are also invited. Our students have participated in LEARN interdistrict grants over the last four years and participate in partnerships whenever possible. IDCS will continue to share best practices and to build relationships. Diversity in the teaching staff has included interns from varying racial and cultural backgrounds. Over the years interns from Uruguay, Senegal, Peru, Germany, Spain, and Russia have worked with students to introduce world languages and provide exposure to various cultures. IDCS has a very strong partnership with local colleges, Connecticut College and Three Rivers. Diverse students are placed in our school for their student teaching and practicum experiences. An artistic residency with Derron Wood focused on Food Justice, healthy living and appropriate choices and explored resources from multiple perspectives. The Integrated Day Charter School has focused on Critical Pedagogy as one of our tenets. History, global current events and contemporary national issues are explored from a critical perspective. Multiple view and analysis are often the focus of individual research projects that take place in each grade level two to three times a year in grade Pre K through 8th grade.

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Equitable Allocation of Resources among District Schools

.The Integrated Day Charter School is a one school district so consequently all resources stay at this school.