

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

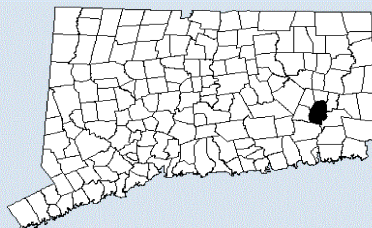


Integrated Day Charter School District

860-892-1900

District Information

Grade Range	PK-8
Number of Schools	1
Enrollment	330
Per Pupil Expenditures ¹	\$10,305
Total Expenditures ¹	\$3,400,767

¹Expenditure data reflect the 2012-13 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](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	163	49.4	48.3
Male	167	50.6	51.6
American Indian	*	*	0.2
Asian	32	9.7	4.6
Black or African American	*	*	12.9
Hispanic or Latino	47	14.2	21.2
Pacific Islander	0	0.0	0.0
White	193	58.5	58.4
Two or More Races	29	8.8	2.3
English Language Learners	27	8.2	5.7
Eligible for Free or Reduced-Price Meals	117	35.5	37.3
Students with Disabilities ¹	32	9.7	12.8

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		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	7	4.9	7	4.2
Male	11	7.3	13	7.9
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	12	6.8	10	5.2
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	11	10.1	16	13.3
Students with Disabilities	*	*	*	*
District	18	6.1	20	6.1
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 13

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	19.4
Paraprofessional Instructional Assistants	7.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	1.5
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	1.3
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	9.7

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	1	3.6	3.6
Native American	0	0	0.1
White	27	96.4	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	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		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,943,051	5,888	8,769
Instructional Supplies and Equipment	63,485	192	275
Improvement of Instruction and Educational Media Services	141,304	428	487
Student Support Services	105,186	319	965
Administration and Support Services	651,346	1,974	1,600
Plant Operation and Maintenance	373,094	1,131	1,472
Transportation	9,720	.	786
Costs of Students Tuitioned Out	.	N/A	N/A
Other	113,581	344	178
Total	3,400,767	10,305	14,642

Additional Expenditures

Land, Buildings, and Debt Service	170,723	517	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.6
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.0
Tuition to Other Schools	0	0.0	21.4
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0

PK-12 Expenditures Used for Special Education	.	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	87.9	92.3
Federal	2.5	2.6
Tuition & Other	9.6	5.1

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	52.7	45.8	49.7	48.7	.	.	.	.
Hispanic or Latino	.	64.8	66.0	70.5	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	59.7	55.5	57.6	58.9	.	.	.	.
Students with Disabilities	55.1	.	46.3	36.2	.	.	.	.
High Needs	60.7	56.4	58.1	55.2	.	.	.	.
District	74.0	71.2	72.1	72.4	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	100.0	97.0	91.4	101	96.0
Curl Up	100.0	84.8	82.9	101	89.1
Push Up	97.0	87.9	74.3	101	86.1
Mile Run/PACER	93.9	81.8	60.0	101	78.2
All Tests - District	93.9	69.7	48.6	101	70.3
All Tests - State	50.2	50.7	50.3		51.1

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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Narratives

School District Improvement Plans and Parental Outreach Activities

The IDCS faculty is in the process of transitioning to the Common Core State Standards in mathematics and English Language Arts. Math assessments have been aligned to the math program and guided by the new SDE model math curriculum. Teachers, grades Pre K-8, will also frame grade level checklists, pre- and post tests, a problem solving assessment, and investigate individual "interview" based assessment. Professional development has been scheduled with an emphasis on the Common Core. Teams of teachers have also attended professional development which focuses on mathematics and the transition. As a HOT school, IDCS will have the opportunity to focus on the integration of the arts and the Common Core through participation in week long and two day professional development institutes. The inclusion model is used to deliver special education services at the IDCS. There are two full time special education teachers at the school. Over the past years, a consultant from Bully Busters has met with the faculty to discuss strategies for bully prevention. Out of this meeting, professional development for the entire staff ensued including topics about gender bias and curriculum from the Southern Poverty Law Center. IDCS actively monitors attendance and truancy through education, prevention initiatives and communication with families. During home visits over the summer, teachers will recruit parents for the Integrated Day Educational Alliance, our parent-teacher organization. At the first IDEA meeting, parents will be able to sign up to work on different committees throughout the year. A Political Action committee has been formed to address funding inequities for charter schools. Parents and students have attended legislative hearings to advocate for our school. Continued support in state funding is essential to our school's viability. Integrated Day Charter School was founded on parent involvement. The school believes that parents 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 IDEA thus providing active leadership. Parents 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 parent PD sessions, 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 in classrooms. IDCS reaches out to families, visits each home and discusses 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. Voicemail is available to every family at the school.

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. Nonetheless, the school's brochure is translated into Spanish, Haitian and Chinese and made available at several locations. Brochures and applications are available at the public library in Norwich and the NAACP. Brochures are made available and posters are displayed at all Norwich Public Schools. 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 participate in LEARN interdistrict grants 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 at the IDCS to introduce world languages and provide exposure to various cultures. An artistic residency with Derron Wood focused on light as a scientific concept but also emphasized the importance of light or lack thereof as a global issue from a critical perspective. Professional Development has focused on Critical Pedagogy which raises educator levels of awareness, equity and social justice issues. IDCS has invited the leadership of the NAACP to discuss issues of race.

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Equitable Allocation of Resources among District Schools

The Integrated Day Charter School is a one school independent district. Therefore all funding goes to one school.