

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



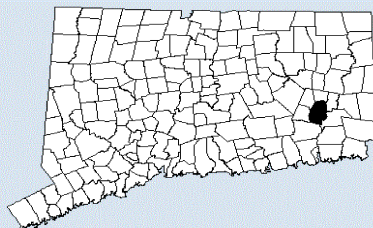
Integrated Day Charter School District

Dr. Ellen Retelle, Superintendent • 860-892-1900 • <http://info@idcs.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	352
Per Pupil Expenditures ¹	\$11,951
Total Expenditures ¹	\$4,027,353

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	179	50.9	48.4
Male	173	49.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	49	13.9	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	63	17.9	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	37	10.5	3.8
White	166	47.2	51.1
English Learners	29	8.2	8.3
Eligible for Free or Reduced-Price Meals	143	40.6	43.3
Students with Disabilities ³	32	9.1	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	13	8.2	*	*
Male	7	4.4	*	*
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	7	12.5	*	*
White	*	*	*	*
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	15	9.9	*	*
Students with Disabilities	*	*	*	*
District	20	6.3	7	2.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2019-20

Integrated Day Charter School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	21.1
Paraprofessional Instructional Assistants	10.0
Special Education	
Teachers and Instructors	2.5
Paraprofessional Instructional Assistants	1.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	0.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	10.5

¹ In 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	1.2
Black or African American	3	10.7	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	25	89.3	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.6	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	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		67.8

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,188,024	\$6,493	\$10,923
Support services - students	\$303,088	\$899	\$1,277
Support services - instruction	\$235,751	\$700	\$682
Support services - general administration	\$100,068	\$297	\$467
Support services - school based administration	\$431,222	\$1,280	\$1,021
Central and other support services	\$330,252	\$980	\$679
Operation and maintenance of plant	\$434,669	\$1,290	\$1,718
Student transportation services	\$4,279	\$13	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$4,027,353	\$11,951	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$135,097	32.0	28.5
Instructional Aide Salaries	\$109,621	25.9	10.1
Other Salaries	\$69,332	16.4	11.1
Employee Benefits	\$47,828	11.3	13.0
Purchased Services Other Than Transportation	\$42,790	10.1	5.7
Special Education Tuition	.	.	22.5
Supplies	\$17,871	4.2	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$422,540	100.0	100.0
Percent of Total Expenditures Used for Special Education		10.5	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	6.6
State	89.6
Federal	2.6
Tuition & Other	1.2

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2019-20 Integrated Day Charter School District

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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District Profile and Performance Report for School Year 2019-20

Integrated Day Charter School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	74.9%	100%	60.4%
	Oral	56.0%	100%	57.6%
Chronic Absenteeism	All Students	6.3%	<=5%	12.2%
	High Needs Students	8.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		93.1%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Integrated Day Charter School District

Narratives

School District Improvement Plans and Parental Outreach Activities

IDCS has a Multi-tiered support system protocol that the coordinator administers to support students academically, socially, and emotionally as well as supporting teacher planning and monitoring of students. IDCS has an organized, resourceful, knowledgeable, student focused Special Education/Student Support team (i.e., coordinator, 2 special education teachers, Speech and Language Pathologist and Assistant, Social Worker, an English Learner teacher, & Reading interventionist, and two paras) led by the Special Education Coordinator (SEC). The SEC effectively, efficiently, and successfully manages the Student Support Team (SST), the Planning and Placement Team (PPT), Individual Education Plans (IEP), 504 meetings and plans, and student counseling needs and plans. An IDCS administrator attends all of the CSTs, 504s, and PPTs. The team works closely with the Norwich Public School psychologist and other town educators, as needed. IDCS adheres to the Individuals with Disabilities Education Act (IDEA) law and ensures that a free appropriate public education is provided to eligible children with disabilities and related services. IDCS abides by Section 504 of the U.S. Rehabilitation Act of 1973, ensures that students with physical or mental impairments in public schools, are provided customized educational plans.

Truancy Prevention: IDCS does not have any truancy issues. However, if there was a concern about any students, IDCS' social worker would become involved to support the students and parents in all ways possible.

Efforts with parents: Recruit more parents to volunteer organize book fair and to attend evening events and to volunteer in classrooms. Actively recruit parents via newsletter and phone calls. Actively recruit parents via newsletter and phone calls.

At the Integrated Day Charter School parents and caregivers participate in leadership roles and play an integral part in the educational process. Parents currently serve on the Governing Board, IDEA, the School Council and the IDCS Foundation. Parents are involved in a multitude of projects including; artistic residencies, arranging after school activities for students, volunteering in the classrooms and on trips, providing tours during Open House, mentoring new parents, planning special events, participating in the hiring of new teachers and executing fund raising activities to pay for field trips and other needs at the school. Volunteers, including parents, family members and friends of the IDCS, continue to make a valuable contribution to the success of the school. Last year the Foundation sponsored grants to the classroom teachers that gave them/ In addition to this they paid for a reading program for k-3. The Foundations Committee created a fund that helped support families in need during the initial phase of the pandemic. Distributing over \$9,000 to families in need. Work closely with parents who are members of the Integrated Day Education Association and the parents Foundations committee. Both groups have supported the students and school in numerous ways.

The three parents who are members of the Governing Board work closely with the Director on the Strategic Planning and Communication. They help review the CIA.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Eighty-five percent of IDCS' population must be from Norwich and up to 15% from surrounding communities. IDCS has a lottery system; the outcomes is a diverse student population. Our student population reflects the diversity in the Norwich Public Schools. IDCS population is 19.3% Black/African American, 48% Caucasian, 14.8% Hispanic/Latino, 15.3% Asian and 2.5% Native American. Most of our students remain at IDCS until graduation. The students make friends across racial lines from PreK to Grade 8; it occurs naturally because the students get to know each other when they are very young. Additionally, there are many opportunities for student leadership in the school. Student empowerment and student ownership in the school are crucial to the success of the school. Student council members include 2 students from each classroom from Kindergarten/Grade 1 to Grade 7/8. The multiage grade classrooms, learning buddies, and All School (weekly school wide assembly) contribute to a positive atmosphere in the school. All teachers (23) and all students (220) are involved in social justice content and learning.

Develop common understanding and practice of critical pedagogy. IDCS teachers teach social justice throughout the school year, rather than during specific months. Second and third graders learn about race and racism through ELA and through artist.

Also, IDCS utilizes Responsive classroom approach to working with children. All teachers attend a 1 week course when hired. Responsive classroom is a social curriculum explicitly taught to students to enable children to be cooperative, assertive, responsible, empathetic, and self-controlled. The CREC Interactive Theater (all school) performed at IDCS in November 2019; they focused on racism, homophobia, and body image. All 6, 7, and 8th graders attend. All students participate in service learning integrated into various subject areas. Identify schoolwide and community opportunities for service learning in local community. The service projects include a focus on social justice.

District Profile and Performance Report for School Year 2019-20

Integrated Day Charter School District

Equitable Allocation of Resources among District Schools

IDCS is a one school district. Consequently, all of the funding is used in the one school. The School's Charter, which was written in 1997, continues to guide the IDCS Governing Board (GB), Director, and School staff in upholding the school's vision and mission. Additionally, the Governing Board consists of nine members: three community members, three teachers, and three parents. Commitment to the IDCS Core Tenets is present across the staff, school community, and Governing Board. The Director, Assistant Director, and Accounts Manager work collaboratively and cooperatively with the Governing Board. Information sharing, transparency, and critical discussions are hallmarks of the Governing Board and Administration's relationship.

Financial Management: IDCS is financially sound. For the 2019-20 school year, IDCS received \$3,900,000 from CSDE; \$94,894 Title I, II, III, and IV funds and \$240,280 for Special Education Students from Norwich Public Schools. IDCS ensures that all students receive all curriculum, needed supplies, and 1:1 electronic device.