

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

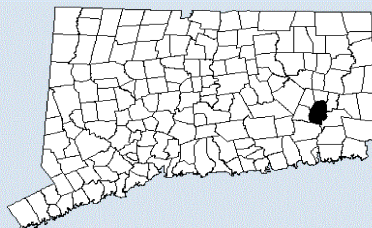


## Integrated Day Charter School District

860-892-1900 • <http://info@idcs.org>

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	330
Per Pupil Expenditures <sup>1</sup>	\$12,715
Total Expenditures <sup>1</sup>	\$4,208,554

<sup>1</sup>Expenditure data reflect the 2015-16 year.

### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	166	50.3	48.4
Male	164	49.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	44	13.3	5.1
Black or African American	*	*	12.9
Hispanic or Latino	46	13.9	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	31	9.4	2.9
White	180	54.5	54.8
English Learners	36	10.9	6.8
Eligible for Free or Reduced-Price Meals	130	39.4	35.9
Students with Disabilities <sup>1</sup>	25	7.6	14.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	8	5.4	*	*
Male	9	6.3	*	*
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	10	6.3	*	*
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	8	7.2	*	*
Students with Disabilities	*	*	*	*
District	17	5.8	10	3.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 8

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>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 2016-17

## Integrated Day Charter School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	19.2
Paraprofessional Instructional Assistants	11.0
<b>Special Education</b>	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	4.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	11.0

<sup>1</sup>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	1.0
Black or African American	1	3.7	3.6
Hispanic or Latino	1	3.7	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	25	92.6	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.2	9.6

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	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		68.2

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Integrated Day Charter School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,295,233	6,934	9,663
Instructional Supplies and Equipment	113,854	344	321
Improvement of Instruction and Educational Media Services	162,309	490	578
Student Support Services	196,933	595	1,103
Administration and Support Services	749,457	2,264	1,861
Plant Operation and Maintenance	451,718	1,365	1,637
Transportation	20,142	.	877
Costs of Students Tuitioned Out	.	N/A	N/A
Other	218,908	661	201
Total	4,208,554	12,715	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	171,259	517	1,749
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	34.6
Noncertified Personnel	0	0.0	14.6
Purchased Services	0	0.0	5.8
Tuition to Other Schools	0	0.0	21.8
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.7
Total Expenditures	0	0.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	86.0	86.2
Federal	3.6	3.6
Tuition & Other	10.4	10.3

<sup>4</sup>Revenue 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).

# District Profile and Performance Report for School Year 2016-17

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	23	74.2	22	70.8	10	*
Black or African American	18	*	18	*	*	*
Hispanic or Latino	22	66.4	22	58.0	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	21	64.6	20	55.5	7	*
White	108	69.0	105	60.9	35	51.2
English Learners	27	63.6	26	57.9	*	*
Non-English Learners	166	69.0	162	60.6	62	52.4
Eligible for Free or Reduced-Price Meals	68	66.9	68	58.1	22	50.3
Not Eligible for Free or Reduced-Price Meals	125	69.0	120	61.4	44	53.0
Students with Disabilities	13	*	12	*	6	*
Students without Disabilities	180	69.6	176	61.4	60	52.8
High Needs	89	64.8	87	57.3	30	49.5
Non-High Needs	104	71.2	101	62.7	36	54.2
District	193	68.2	188	60.2	66	52.1

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	78.1	60.6	83.9	N/A	96	74.0
Curl Up	65.6	69.7	77.4	N/A	96	70.8
Push Up	56.3	66.7	77.4	N/A	96	66.7
Mile Run/PACER	75.0	66.7	77.4	N/A	96	72.9
All Tests - District	53.1	48.5	67.7	N/A	96	56.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.2	75	45.5	50	91.0	67.1
	High Needs Students	64.8	75	43.2	50	86.4	55.9
Math Performance Index	All Students	60.2	75	40.1	50	80.3	62.2
	High Needs Students	57.3	75	38.2	50	76.4	50.5
Science Performance	All Students	52.1	75	34.7	50	69.4	55.3
	High Needs Students	49.5	75	33.0	50	65.9	45.2
ELA Academic Growth	All Students	64.8%	100%	64.8	100	64.8	55.4%
	High Needs Students	62.2%	100%	62.2	100	62.2	49.8%
Math Academic Growth	All Students	58.2%	100%	58.2	100	58.2	61.7%
	High Needs Students	57.4%	100%	57.4	100	57.4	53.7%
Chronic Absenteeism	All Students	5.8%	<=5%	48.3	50	96.6	9.9%
	High Needs Students	8.0%	<=5%	43.9	50	87.9	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		94.1%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		100.0%   56.3%	75%	37.5	50	75.0	92.0%   51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
<b>Accountability Index</b>				<b>657.0</b>	<b>900</b>	<b>73.0</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	71.2	64.8	6.4	16.7	
Math Performance Index Gap	62.7	57.3	5.4	18.7	
Science Performance Index Gap	54.2	49.5	4.8	16.6	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	97.9
	High Needs Students	97.8
Science	All Students	100.0
	High Needs Students	100.0

<sup>3</sup>Minimum 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: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2016-17

## Integrated Day Charter School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

The Integrated Day Charter School has identified academic areas that need improvement based on 2015 SBAC results. Improvement plans were specifically developed for third grade Mathematics as well as fifth grade English Language Arts and Mathematics. Positive results are evident. Improvement of our Special Education program 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 excellent 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.

# District Profile and Performance Report for School Year 2016-17

## Integrated Day Charter School District

### **Equitable Allocation of Resources among District Schools**

Not applicable.