

STRATEGIC SCHOOL PROFILE 2007-08

Single Elementary School District Edition

Integrated Day Charter School
Integrated Day Charter School District

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 Location: 68 Thermos Road
 Norwich,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220© using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London Per Capita Income in 2000: N/A
 Town Population in 2000: N/A Percent of Adults without a High School Diploma in 2000*: N/A
 1990-2000 Population Growth: N/A Percent of Adults Who Were Not Fluent in English in 2000*: N/A
 Number of Public Schools: 1 District Enrollment as % of Estimated Student Population: N/A
 *To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

TYPE OF SCHOOL

School Type: Charter
 School Grade Range: PK- 8
 Instructional Focus: Alt Program Integrating Curricula

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 330
 5-Year Enrollment Change: 13.0%*
 *Between 2002 and 2007, grades changed

INDICATORS OF EDUCATIONAL NEED

| Need Indicator | Number in School | Percent in School | Elementary Schools | |
|--|------------------|-------------------|--------------------|------------|
| | | | % in DRG | % in State |
| Students Eligible for Free/Reduced-Price Meals | 74 | 22.4 | N/A | 33.1 |
| K-12 Students Who Are Not Fluent in English | 5 | 1.7 | N/A | 7.3 |
| Students Identified as Gifted and/or Talented | 12 | 3.6 | N/A | 2.3 |
| Students with Disabilities | 30 | 9.1 | N/A | 10.8 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 22 | 64.7 | N/A | 79.2 |
| Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year | 240 | 98.0 | N/A | 86.8 |
| Homeless | 0 | 0.0 | N/A | 0.2 |

PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

| Instructional Time | School | State Elementary Schools |
|----------------------|--------|--------------------------|
| Total Days per Year | 181 | 181 |
| Total Hours per Year | 942 | 987 |

| Estimated Hours of Instruction Per Year in Selected Subject Areas | | |
|---|--------|-------|
| Grade 5 | School | State |
| Art* | 38 | 31 |
| Computer Education* | 38 | 17 |
| English Language Arts* | 260 | 425 |
| Family and Consumer Science | 0 | 1 |
| Health | 38 | 23 |
| Library Media Skills | 0 | 18 |
| Mathematics* | 260 | 199 |
| Music | 38 | 33 |
| Physical Education | 38 | 40 |
| Science* | 90 | 97 |
| Social Studies* | 90 | 92 |
| Technology Education | 0 | 1 |
| World Languages | 50 | 10 |

*Interdisciplinary Approach

Type of Kindergarten: This school offers full-day kindergarten.

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 5 in this school. Statewide, 18.4% of elementary and middle schools that serve Grade 5 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

| Enrollment in Selected High School Level Courses | | |
|--|--------|-------|
| Percent of Grade 8 Students Taking | School | State |
| Mathematics | 60.6 | 31.2 |
| World Language | 0.0 | 46.4 |

| Average Class Size | School | DRG | State |
|--------------------|--------|-----|-------|
| Kindergarten | 17.0 | N/A | 18.1 |
| Grade 2 | 22.0 | N/A | 19.3 |
| Grade 5 | 22.0 | N/A | 20.9 |
| Grade 7 | 11.9 | N/A | 20.5 |

| Special Programs | School | Elementary Schools | |
|--|--------|--------------------|-------|
| | | DRG | State |
| % of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services | 1.7 | N/A | 7.1 |
| % of Gifted and/or Talented Students Who Received Services | 100.0 | N/A | 78.6 |
| % of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers | 93.3 | N/A | 79.1 |

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

| Instructional Computers and Library Materials | School | Elementary Schools | |
|--|--------|--------------------|-------|
| | | DRG | State |
| # of Students Per Computer | 4.6 | N/A | 3.4 |
| % of Computers with Internet Access | 100.0 | N/A | 98.3 |
| % of Computers that are High or Moderate Power | 100.0 | N/A | 91.7 |
| # of Print Volumes Per Student* | 22.2 | N/A | 27.7 |
| # of Print Periodical Subscriptions | 14 | N/A | 16 |

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

DISTRICT STAFF

| Full-Time Equivalent Count of District Staff | |
|--|-------|
| General Education: Teachers and Instructors | 18.40 |
| Paraprofessional Instructional Assistants | 5.50 |
| Special Education: Teachers and Instructors | 2.00 |
| Paraprofessional Instructional Assistants | 3.00 |
| Library/Media Specialists and Assistants | 1.00 |
| Administrators, Coordinators, and Department Chairs District Central Office School Level | 2.00 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 1.00 |
| Counselors, Social Workers, and School Psychologists | 0.00 |
| School Nurses | 0.70 |
| Other Staff Providing Non-Instructional Services and Support | 7.55 |

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

| Teachers and Instructors | School | Elementary Schools | |
|--|---------------|---------------------------|--------------|
| | | DRG | State |
| Average Number of Years of Experience in Education | 8.7 | N/A | 13.2 |
| % with Master's Degree or Above | 63.6 | N/A | 77.9 |
| Attendance, 2006-07: Average Days Absent Due to Illness or Personal Time | 7.5 | N/A | 8.7 |
| % Assigned to Same School the Previous Year | 59.1 | N/A | 72.5 |

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

HOME AND SCHOOL COMMUNICATION AND SUPPORT

The following narrative was submitted by this school.

The Integrated Day Charter School was founded on parent involvement. The school believes that parents and caregivers are the children's first teachers. They are an integral part of the educational process. Parents and caregivers are represented on the Board of Directors, School Council, IDCS Foundation 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 that 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. A Director's Coffee is held on the second Tuesday of each month. Parents can bring their concerns, discuss curriculum or make suggestions to improve the school. Out of these coffees, parents and caregivers have 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 quarterly 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. Parents may also use email which has become preferred over voicemail. There is an interactive we page which parents can use to communicate with school personnel. It is a goal of the 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.

The IDCS is a Reading First school. Literacy workshops are held throughout the year to inform parent and caregivers about how a child learns to read and what can be done to assist the process. There is typically a "make and take" session included.

SCHOOL DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 5 | 1.5 |
| Asian American | 17 | 5.2 |
| Black | 53 | 16.1 |
| Hispanic | 26 | 7.9 |
| White | 229 | 69.4 |
| Total Minority | 101 | 30.6 |

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 6.4% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

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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 Centro de la Comunidad. Brochures are made available and posters are displayed at all Norwich Public Schools. An open house, which is announced through the newspaper and cable television, is held annually in the spring for any interested parents/caregivers. Last year a relationship between the local chapter of the NAACP was established and has been maintained. The Integrated Day Charter School is partnered with an inner-city school in Hartford with a 99% minority population. This year middle school students with their teachers made visits to each others school. This partnership will continue to share best practices and to build relationships.

Diversity in the teaching staff has included interns from varying racial and cultural backgrounds and outreach to diverse families. 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. A Multicultural Fair was held this year with a focus on the diverse cultures of the world.

STUDENT PERFORMANCE AND BEHAVIOR

| Physical Fitness: % Reaching Health Standard on All Four Tests* | School | State | % of Schools in State with Equal or Lower Percent Reaching Standard |
|---|--------|-------|---|
| Grade 4 | 15.2 | 33.8 | 18.5 |
| Grade 6 | 27.3 | 35.4 | 35.5 |
| Grade 8 | 45.5 | 37.0 | 72.7 |

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

| Grade and CMT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal |
|----------------------------|----------|-------|--|
| Grade 3 Reading | 63.6 | 52.0 | 56.4 |
| Writing | 57.6 | 63.4 | 20.2 |
| Mathematics | 60.6 | 60.0 | 37.4 |
| Grade 4 Reading | 48.5 | 55.9 | 22.8 |
| Writing | 53.1 | 62.9 | 14.5 |
| Mathematics | 24.2 | 60.3 | 3.1 |
| Grade 5 Reading | 54.5 | 62.2 | 16.7 |
| Writing | 54.5 | 64.5 | 18.5 |
| Mathematics | 39.4 | 65.9 | 6.2 |
| Science | 54.5 | 54.9 | 29.0 |
| Grade 6 Reading | 75.8 | 66.3 | 56.0 |
| Writing | 45.5 | 61.9 | 13.7 |
| Mathematics | 54.5 | 66.4 | 15.5 |
| Grade 7 Reading | 87.9 | 71.1 | 79.4 |
| Writing | 60.6 | 62.0 | 34.2 |
| Mathematics | 81.8 | 63.0 | 74.8 |
| Grade 8 Reading | 72.7 | 64.8 | 49.7 |
| Writing | 46.9 | 63.4 | 14.5 |
| Mathematics | 66.7 | 60.8 | 42.1 |
| Science | 75.8 | 58.6 | 61.6 |

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

| Student Attendance | School | State Elementary Schools |
|------------------------|--------|--------------------------|
| % Present on October 1 | 96.4 | 96.4 |

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 16 students were responsible for these incidents. These students represent 4.9% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

| Number of Incidents by Disciplinary Offense Category, 2006-07 | | |
|---|----------------------|----------------|
| Offense Category | Location of Incident | |
| | School | Other Location |
| Violent Crimes Against Persons | 0 | 0 |
| Sexually Related Behavior | 0 | 0 |
| Personally Threatening Behavior | 1 | 0 |
| Theft | 0 | 0 |
| Physical/Verbal Confrontation | 6 | 0 |
| Fighting/Battery | 1 | 0 |
| Property Damage | 0 | 0 |
| Weapons | 2 | 0 |
| Drugs/Alcohol/Tobacco | 0 | 0 |
| School Policy Violations | 10 | 0 |
| Total | 20 | 0 |

SPECIAL EDUCATION

| | |
|--|-----|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible | N/A |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | N/A |

| Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities | | | | |
|--|-------|------------------|-------------|---------------|
| Disability | Count | District Percent | DRG Percent | State Percent |
| Autism | N/A | N/A | N/A | N/A |
| Learning Disability | N/A | N/A | N/A | N/A |
| Intellectual Disability | N/A | N/A | N/A | N/A |
| Emotional Disturbance | N/A | N/A | N/A | N/A |
| Speech Impairment | N/A | N/A | N/A | N/A |
| Other Health Impairment* | N/A | N/A | N/A | N/A |
| Other Disabilities** | N/A | N/A | N/A | N/A |
| Total | N/A | N/A | N/A | N/A |

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

| K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools | | |
|---|-------|---------|
| Placement | Count | Percent |
| Public Schools in Other Districts | N/A | N/A |
| Private Schools or Other Settings | N/A | N/A |

| Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers | | | | |
|--|-------------------|---------------------|-----|-------|
| Time Spent with Non-Disabled Peers | Count of Students | Percent of Students | | |
| | | District | DRG | State |
| 79.1 to 100 Percent of Time | N/A | N/A | N/A | N/A |
| 40.1 to 79.0 Percent of Time | N/A | N/A | N/A | N/A |
| 0.0 to 40.0 Percent of Time | N/A | N/A | N/A | N/A |

Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal. The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

| CMT Subject Area | Students with Disabilities | | All Students | |
|------------------|----------------------------|-------|--------------|-------|
| | District | State | District | State |
| Reading | 29.2 | 20.4 | 67.2 | 62.1 |
| Writing | 4.3 | 19.3 | 53.1 | 63.0 |
| Mathematics | 8.3 | 22.6 | 54.5 | 62.7 |
| Science | N/A | N/A | 65.2 | 56.8 |

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

| Participation in State Assessments of Students with Disabilities Attending District Schools | | |
|--|-----------------------------------|-----|
| CMT | % Without Accommodations | N/A |
| | % With Accommodations | N/A |
| | % Assessed Using Skills Checklist | N/A |

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

| Expenditures All figures are unaudited. | Total (in 1000s) | Expenditures Per Pupil | | | |
|---|----------------------------|-------------------------------|-----------------------------|------------|-----------------|
| | | District | Elementary Districts | DRG | State |
| Instructional Staff and Services | \$1,592 | \$4,991 | \$7,141 | N/A | \$7,159 |
| Instructional Supplies and Equipment | \$70 | \$219 | \$314 | N/A | \$266 |
| Improvement of Instruction and Educational Media Services | \$213 | \$668 | \$219 | N/A | \$429 |
| Student Support Services | \$72 | \$227 | \$732 | N/A | \$761 |
| Administration and Support Services | \$459 | \$1,440 | \$1,370 | N/A | \$1,271 |
| Plant Operation and Maintenance | \$320 | \$1,002 | \$1,146 | N/A | \$1,322 |
| Transportation | \$4 | N/A | \$575 | N/A | \$601 |
| Costs for Students Tuitioned Out | N/A | N/A | N/A | N/A | N/A |
| Other | \$72 | \$225 | \$62 | N/A | \$145 |
| Total | \$2,802 | \$8,783 | \$12,187 | N/A | \$12,151 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$1,916 | \$6,007 | \$1,737 | N/A | \$1,882 |

Special Education Expenditures

| | |
|--|-----|
| Total Expenditures | N/A |
| Percent of Total PK-12 Expenditures Used for Special Education | N/A |

Revenue Sources, % of Expenditures from Source. 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 Corrections).

| District Expenditures | Local Revenue | State Revenue | Federal Revenue | Tuition & Other |
|-------------------------------|----------------------|----------------------|------------------------|----------------------------|
| Including School Construction | 3.3 | 83.2 | 7.4 | 6.1 |
| Excluding School Construction | 0.1 | 77.3 | 12.4 | 10.2 |

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

A new mathematics text/program is being used by grades K – 6. Math assessment will be aligned to the new math program and guided by the new SDE model math curriculum. Teachers, grades preK-8, will also frame grade level checklists, pre- and post tests, a problem solving assessment, and investigate individual “interview” based assessment.

The science curriculum has been reviewed and teachers identified the need to continue addressing science curriculum and to align it with the SDE frameworks. Teachers reviewed the frameworks and will revise the current curriculum for all grade levels. Professional development has been set to address the revised curriculum.

The Integrated Day Charter School identified “peace” as its overarching theme for the year. During home visits over the summer, teachers will recruit parents for the Integrated Day Educational Alliance, our parent-teacher organization. With the theme in mind, teachers, staff and parents set up activities for the year. At the first IDEA meeting, parents will be able to sign up to work on different committees throughout the year. On the second Tuesday of the month, parents have the opportunity to meet with the director to discuss school topics; transportation issues and second language instruction have been discussed.

School climate is an ongoing theme. There was extensive reflection and discussion which focused on the 2007-2008 academic year. All teachers participated in a discussion on how the theme of change would impact the new academic year. At orientation, school climate surveys will be reviewed. The staff set goals and standards for the next school year. A full day professional development was scheduled as the school community focused on the implications of change.

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 the SDE met with the special education team to discuss special education policy and procedures. Out of this meeting, professional development for the entire staff was planned. The presentation reviewed what inclusion looks like in the classroom, paraprofessional’s responsibility and how to improve the delivery of services.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

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A tenet of the Integrated Day Charter School is its social curriculum. Teachers are trained in the Responsive Classroom model. Students, teachers and staff practice the principles of honesty, fairness, respect, cooperation, responsibility, kindness, and self control. Students are trained in conflict resolution and as peer mediators. All school meetings are held every Friday. Student input is encouraged to resolve issues. Student Council meetings are held monthly. Students from grades 1-8 have representation on the Student Council. This forum allows students to bring issues forward, suggest resolutions, and then return to their classrooms to report the outcome of the meeting. Their resolutions and recommendations are insightful and considerate of the constituency they represent as well as the school as a whole.

Personal research is a cornerstone of the IDCS program. All students, Pre-K - grade 8 complete individual research projects. Students incorporate various areas of the curriculum to create a visual display, oral presentation, and written product around a topic of their choice. The oral presentations are videoed and shared with parents. The research is assessed using a staff created rubric designed to collect data on each student’s progress over time.

All students at the IDCS take part in service learning projects to foster a sense of community that extends beyond the school itself. Teachers facilitate identification of the project and integrate curricular objectives in the process of bringing the project to fruition.
