

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

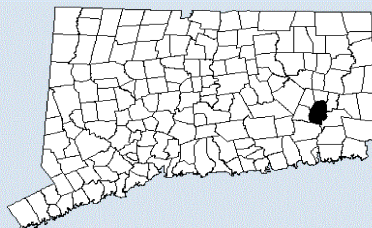


## Integrated Day Charter School District

860-892-1900 • <http://info@idcs.org>

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	337
Per Pupil Expenditures <sup>1</sup>	\$11,932
Total Expenditures <sup>1</sup>	\$3,949,550

<sup>1</sup>Expenditure data reflect the 2017-18 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 2018-19 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 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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	166	49.3	48.4
Male	171	50.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	47	13.9	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	52	15.4	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	39	11.6	3.6
White	165	49.0	52.4
English Learners	31	9.2	7.6
Eligible for Free or Reduced-Price Meals	116	34.4	42.1
Students with Disabilities <sup>3</sup>	29	8.6	15.4

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

<sup>3</sup>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.

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	*	*	6	3.6
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	6	5.0	*	*
Students with Disabilities	*	*	0	0.0
District	12	4.0	12	3.5
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 28**

**Number of school-based arrests: 0**

<sup>4</sup>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.

<sup>5</sup>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 2018-19

## Integrated Day Charter School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	19.8
Paraprofessional Instructional Assistants	10.0
<b>Special Education</b>	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	1.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	0.0
<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	11.5

<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	1.1
Black or African American	2	7.4	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	25	92.6	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	10.0

### 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		67.6

<sup>3</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Integrated Day Charter School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

<sup>1</sup>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 District<sup>2</sup>

	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

<sup>2</sup>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 Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,077,798	\$6,277	\$10,545
Support services - students	\$332,324	\$1,004	\$1,373
Support services - instruction	\$222,469	\$672	\$644
Support services - general administration	\$83,041	\$251	\$462
Support services - school based administration	\$395,117	\$1,194	\$1,007
Central and other support services	\$279,648	\$845	\$671
Operation and maintenance of plant	\$376,719	\$1,138	\$1,629
Student transportation services	\$6,778	\$20	\$1,231
Food services	\$64,199	\$194	\$13
Enterprise operations	\$111,457	\$337	\$157
Minor school construction	.	.	\$65
Total	\$3,949,550	\$11,932	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$149,737	39.6	29.7
Instructional Aide Salaries	\$89,659	23.7	9.6
Other Salaries	\$58,894	15.6	10.4
Employee Benefits	\$43,419	11.5	13.0
Purchased Services Other Than Transportation	\$36,720	9.7	5.5
Special Education Tuition	.	.	22.6
Supplies	\$40	0.0	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$378,469	100.0	100.0
Percent of Total Expenditures Used for Special Education		9.6	24.4

### Expenditures by Revenue Source:<sup>4</sup> 2017-18

	Percent of Total (%) Excluding School Construction
Local	2.7
State	91.9
Federal	2.5
Tuition & Other	2.8

<sup>4</sup>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 2018-19

## 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	0	N/A	0	N/A	0	N/A
Asian	30	70.9	30	70.7	*	*
Black or African American	19	*	19	*	8	*
Hispanic or Latino of any race	34	59.9	34	47.7	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	22	70.8	22	58.3	8	*
White	92	69.5	92	64.2	35	71.6
English Learners	33	58.4	33	53.8	10	*
Non-English Learners	164	69.2	164	62.0	53	69.2
Eligible for Free or Reduced-Price Meals	77	64.0	77	58.3	22	67.2
Not Eligible for Free or Reduced-Price Meals	120	69.7	120	62.0	41	69.6
Students with Disabilities	19	*	19	*	6	*
Students without Disabilities	178	69.2	178	62.1	57	71.4
High Needs	102	62.0	102	56.6	28	64.0
Non-High Needs	95	73.3	95	64.9	35	72.5
District	197	67.4	197	60.6	63	68.8

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [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	HS	Count	Rate (%)
Sit & Reach	93.9	89.2	84.4	N/A	102	89.2
Curl Up	78.8	59.5	59.4	N/A	102	65.7
Push Up	63.6	62.2	53.1	N/A	102	59.8
Mile Run/PACER	75.8	70.3	65.6	N/A	102	70.6
All Tests - District	51.5	56.8	43.8	N/A	102	51.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2018-19

## 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	67.4	75	45.0	50	89.9	67.7
	High Needs Students	62.0	75	41.3	50	82.7	58.1
Math Performance Index	All Students	60.6	75	40.4	50	80.8	63.1
	High Needs Students	56.6	75	37.7	50	75.4	52.7
Science Performance Index	All Students	68.8	75	45.8	50	91.7	63.8
	High Needs Students	64.0	75	42.7	50	85.4	54.2
ELA Academic Growth	All Students	52.6%	100%	52.6	100	52.6	59.9%
	High Needs Students	50.4%	100%	50.4	100	50.4	55.1%
Math Academic Growth	All Students	66.3%	100%	66.3	100	66.3	62.5%
	High Needs Students	67.5%	100%	67.5	100	67.5	55.2%
Progress Toward English Proficiency	Literacy	62.7%	100%	31.3	50	62.7	60.0%
	Oral	59.9%	100%	30.0	50	59.9	52.1%
Chronic Absenteeism	All Students	4.0%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	5.6%	<=5%	48.7	50	97.5	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		96.6%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0%   51.0%	75%	34.0	50	68.0	96.4%   52.9%
Arts Access		.	60%	.	.	.	51.9%
<b>Accountability Index</b>				<b>733.8</b>	<b>1000</b>	<b>73.4</b>	

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 <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	73.3	62.0	11.3	15.4	
Math Performance Index Gap	64.9	56.6	8.3	17.6	
Science Performance Index Gap	72.5	64.0	8.5	16.1	
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.

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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.5
	High Needs Students	100.0
Math	All Students	98.5
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Integrated Day Charter School District

### Narratives

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

District improvement plan includes the following sections 1) Shared Mission, Vision, and Tenets: Ensure IDCS Mission, Vision and Core Tenets are in the forefront of what occurs in the school and that decision making, when appropriate, is guided by core tenets. 2) Student Achievement: Curriculum, Instruction, Assessment, Professional Development, Special Education: Increase student to state levels in Math, LA, and Science on SBAC.

Ongoing review of curriculum areas; subsequent purchase of resources to support curricular areas. Provide staff with professional development and resources in areas of need and areas of request. 3) School Climate and Culture: School Safety, Student Conduct, Student Empowerment, Staff Empowerment: Create and sustain a safe, orderly, respectful, and positive climate for all school and staff. Ensure that social and emotional support are provide to students. Support and facilitate student and staff empowerment. 4) Organizational Management which includes Fiscal management, Facilities, Compliance with state mandates, Technology, Enrollment & Retention, Recruitment & Retention, Long Term Planning. 5) Community Relations and Communication: Support and facilitate student understanding and implementation of student empowerment. Support and facilitate understanding and implementation of teacher empowerment. Build and maintain positive and reciprocal relationships with intern and external stakeholders. Update website to another platform. Improve quality of website and ease of use by parents. Partnerships with Parents/Families is one IDCS' core tenets. Three parents serve on our Governing Board. Parents, grandparents, and other relatives volunteer at IDCS and attend IDCS events. One World Day event attracted over 250 people. Also, Director will identify and initiate other ways to communicate and connect with parents, which includes Friday Newsletter, Attends IDEA meetings, Attends Foundation meeting; Orientations to K/1 and 7/8. Ask parents to host party at their house and invite other parents. Director attends.

Every summer, our teachers conduct home visits for the new students that enter his/her classroom. Additionally, IDCS teachers invite returning students and their families to school one evening prior to school opening in August/September.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

IDCS students represent diverse backgrounds, cultures, socioeconomic, gender, and ethnicities. Because of IDCS' family atmosphere, students eat lunch together across grade levels, there are learning buddies across classrooms. Consequently, this leads to friendships across age, cultural, and ethnic backgrounds. Additionally, critical pedagogy is one of IDCS' core tenets; teachers at all grade levels and across specialists integrate social justice topics, learning, and discussions in the classes. Staff engages in social justice workshops with CEA.

Artists worked with Grades 2/3 and 6 to produce social justice plays and performances during the 2018-19 school year. One World Day was celebrated in February, all cultures and ethnicities were celebrated. Students created and drew cultural dolls and colored a flag from another country. The students and staff enjoyed 10 performances from around the world. The Mohegan Chief accompanied by 10 of her tribe members performed several dancers at 1 World Day. This celebration will continue next year. Two 8th graders attended and spoke at the Norwich NAACP's MLK Luncheon. IDCS sponsors Girls and Boys clubs for students to get to know each other. IDCS celebrates and acknowledges the cultural heritage of its students throughout the school year.

# District Profile and Performance Report for School Year 2018-19

## Integrated Day Charter School District

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

N/A IDCS is a one school district.