

Integrated Day Charter School
Governing Board Meeting
October 12, 2011

Absent: Dr. Frank Maletz

No Public Comment

Director's Report

IDCS did not achieve annual yearly progress of proficiency at 91% in mathematics and 89% in reading. IDCS mathematics proficiency was 83% and reading proficiency was 77.8%. The writing goal was met. The Four Year Cohort shows significant progress for students who remain at IDCS for several years.

Julia Cronin has been selected by the National Science Teachers Association as one of 50 teacher fellows in the country. In addition to other benefits, she will attend the NTSA National Conference with all expenses paid. This is an honor for Julia and the school.

Effective July 1, 2012, a Student Success Plan must be implemented for each student in grades 6-12. The plan must be electronic so that it can follow the student from school to school. The purpose of the plan is to help students stay connected to school and to identify strategies for support.

The deadline date for teacher notification of non-renewal has been changed from April 1 to May 1, effective July 1, 2011.

Business Report

The Condo Association will present its 2012 budget at their Annual Meeting in November, keeping our fees level. Mary Osten's term on the Condo Board expires this year; Mary agreed to serve another term if another Board member does not come forward.

Carl Davis and Cheryl Abbiati have met with several technology vendors and will select a provider for server replacement and infrastructure upgrades.

Committee Reports

Finance – did not meet this month. The next meeting is November 3 at 3:30 p.m. to begin work on the 2012-2013 budget.

Curriculum – did not meet this month. Teachers are working on integrating all curricular areas in one format.

Governance – met on October 11 and reviewed the list of required and recommended policies. Twenty new or revised policies will be emailed to Board members for a first reading. The

December meeting will include the second reading and discussion. The Committee would like to have these policies in place by January, 2012.

Planning – The Committee met and reviewed data collected that could be useful in strategic planning. It was agreed the entire Board needs to be involved in this process. A workshop with Beth McCaffrey as facilitator was suggested for the next Board meeting, November 2 to begin short and long term strategic planning. Brianne Temple will call Beth to see if she is available.

Chair's Report

Laura McMahan reported she will not be responding in writing to the Ramsey's request for a change in the admissions policy regarding siblings, as recommended at the Board's recent workshop with attorneys from Shipman & Goodwin. Anna James offered to call the Ramseys.

Discussion/Action Items

- A motion was made by Michael Seroussi and seconded by Brianne Temple to accept the September 14, 2011 Governing Board Minutes as written. It passed unanimously.

Board members viewed an IDCS video and were asked to review the school's original and revised Vision and Mission before the proposed November 2 strategic planning workshop.

The meeting adjourned at 7:00 p.m.

Next Meeting: November 2, 5:30 p.m. (unless the planning workshop is scheduled for 4:30 p.m.)

**Integrated Day Charter School
Director's Agenda Items
October 12, 2011**

I Connecticut Mastery Test Results

- Annual Yearly Progress, AYP
IDCS did not achieve annual yearly progress. According to the NCLB specifications, the expected proficiency rate is 91% for mathematics and 89% for reading.

Our Participation Rate at 99.5 % in mathematics and 100% in reading.

Reading proficiency was 77.8%,
Mathematics proficiency was 83%
and the Writing target was met.

IDCS students demonstrate significant academic gains longitudinally through the years as noted in the cohort analysis. There are multiple ways to look at the data. As a school we will be analyzing the results with particular attention to content strand analysis by grade level. The following reports are included for your review:

- Four Year Cohort CMT analysis and CMT trends in mathematics score 2007-2011
- Connecticut Mastery Test, Data Analysis Guide
- CMT, Overall Summary Report
- CMT, Performance Level Report – Report Table
- CMT, Average Vertical Scale Score

II National Science Teachers Association

Julia Cronin, our 7th and 8th grade science teacher, has been selected as 1 of 50 teachers in the country to be an Amgen-NSTA fellow in the New Science Teacher Academy. She and our school will receive national publicity as she participates in this prestigious program. This is an exciting opportunity which includes:

- Content-focused e-mentoring through the New Teacher Center at UC Santa Cruz and the State University of Montana. She will also be paired with a science mentor who teaches the same grade and content.
- She will have full access to the NSTA library including curriculum and lessons plans.
- Her acceptance also covers attendance at the NSTA National Conference with all expenses paid.

**Integrated Day Charter School
CMT Trends in Mathematics Scores 2007-2011**

Grade	% At/Above Proficiency	% Basic/below Basic
Eight Grade		
2007	90.3	9.7
2008	81.8	18.2
2009	96.7	3.3
2010	91.2	8.8
2011	93.1	6.9
Seventh Grade		
2007	87.9	12.1
2008	97.0	3
2009	90.9	9.1
2010	93.3	6.7
2011	90.9	9.1
Sixth Grade		
2007	93.9	6.1
2008	81.8	18.2
2009	84.8	15.2
2010	87.5	12.5
2011	81.8	18.5
Fifth Grade		
2007	78.8	21.2
2008	66.7	33.3
2009	63.6	36.4
2010	78.8	21.2
2011	68.8	31.2
Fourth Grade		
2007	54.5	45.5
2008	72.7	27.3
2009	72.7	27.3
2010	62.5	37.8
2011	59.4	40.9
Third Grade		
2007	60.5	45.5
2008	75.8	24.3
2009	50.0	50.0
2010	53.1	46.9
2011	68.8	31.2

**Integrated Day Charter School
Four Year Cohort CMT Analysis
2008 - 2011**

Year	Grade	<u>Mathematics</u>		<u>Reading</u>		<u>Writing</u>	
		% at or Above Proficiency	% Basic/ Below Basic	% at or Above Proficiency	% Basic/ Below Basic	% at or Above Proficiency	% Basic/ Below Basic
2011	8	93.1	6.9	90	10	87.1	12.9
2010	7	93.3	6.7	93	7	87	13
2009	6	84.8	15.2	78.8	21.2	72.7	27.3
2008	5	66.7	33.3	85	15	82	18
2011	7	90.9	9.1	75.8	24.2	62.9	37.1
2010	6	87.5	12.5	81	19	72	28
2009	5	63.6	36.4	62.5	37.5	69.7	30.3
2008	4	72.7	27.3	73	27	85	15
2011	6	81.8	18.2	93.9	6.1	90.9	9.1
2010	5	78.8	21.2	79	21	79	21
2009	4	72.7	27.3	84.8	15.2	84.8	15.2
2008	3	75.8	24.3	85	15	79	21
2011	5	68.8	31.2	65.6	34.4	81.8	18.2
2010	4	62.5	37.5	75	25	82	18
2009	3	50.0	50.0	62.5	37.5	75	25
2011	4	59.4	40.6	53.1	46.9	72.7	27.3
2010	3	53.1	46.9	50	50	82	18

Integrated Day Charter School District Final Adequate Yearly Progress Status, 2010-11 School Year: Not Achieved

This district is identified as In Need of Improvement; Year Improvement = 1

Based on 2011 Connecticut Mastery Test (CMT) results and the 2011 Connecticut Academic Performance Test (CAPT)

The tables below shows this district's performance on the AYP indicators. A district fails AYP if there is a "No" under the AYP Target Met column for BOTH the CMT and the CAPT. Only students who were enrolled in this district the full academic year were included in these calculations.

Connecticut Mastery Test (CMT) Results (Grades 3 through 8)

Subgroup	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)			Reading (89% proficient needed)				
	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole District	198	99.5	99.8	99.8	Yes	197	100.0	100.0	99.8	Yes	75.5	7.5	83.0	No	69.5	8.2	77.8	No
American Indian or Alaska Native	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian	9	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	21	-	-	-	-	21	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	22	-	-	-	-	22	-	-	-	-	-	-	-	-	-	-	-	-
White	133	99.2	99.6	99.8	Yes	132	100.0	100.0	99.8	Yes	80.9	8.3	89.2	No	77.3	9.0	86.3	No
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	13	-	-	-	-	13	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	3	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	14	-	-	-	-	14	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	59	98.3	99.2	99.4	Yes	59	100.0	100.0	99.3	Yes	62.1	15.0	77.0	No	42.4	15.3	57.6	No
Additional Academic Indicator: Writing											AYP Target Met?			Yes				

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

Integrated Day Charter School District

Connecticut Mastery Test

Performance Level Report - Report Table

Print Date: 8/3/2011

Percent of Students in Each Performance Level Reading

Group	Grade	Year	Number Tested	Reading						% At/Above Proficiency	% At/Above Goal
				Percent by Level							
				Below Basic	Basic	Proficient	Goal	Advanced			
State	3	2011	37964	16.8	9.2	15.6	40.4	18.0	74.0	58.4	
	4	2011	38496	15.8	9.5	12.2	44.8	17.7	74.7	62.5	
	5	2011	39013	17.6	7.3	13.7	40.3	21.1	75.1	61.4	
	6	2011	39272	7.3	6.1	10.5	45.5	30.5	86.5	76.0	
	7	2011	40189	8.8	5.5	7.8	42.0	35.8	85.7	77.8	
	8	2011	39992	10.4	6.2	8.7	42.3	32.4	83.4	74.7	
	Norwich	3	2011	355	29.6	13.5	19.7	31.0	6.2	56.9	37.2
		4	2011	363	33.9	12.9	12.4	34.2	6.6	53.2	40.8
5		2011	324	34.3	8.6	15.7	33.6	7.7	57.1	41.4	
6		2011	350	15.7	8.6	12.6	48.6	14.6	75.7	63.1	
7		2011	358	18.4	10.9	12.6	39.7	18.4	70.7	58.1	
8		2011	347	20.7	11.5	11.0	40.6	16.1	67.7	56.8	
Integrated Day	3	2011	32	31.3	21.9	15.6	21.9	9.4	46.9	31.3	
	4	2011	32	34.4	12.5	6.3	37.5	9.4	53.1	46.9	
	5	2011	32	25.0	9.4	18.8	31.3	15.6	65.6	46.9	
	6	2011	33	0.0	6.1	9.1	54.5	30.3	93.9	84.8	
	7	2011	33	6.1	18.2	9.1	27.3	39.4	75.8	66.7	
	8	2011	30	6.7	3.3	13.3	43.3	33.3	90.0	76.7	

- Results are not presented for groups fewer than 20.
Note: This report does not include ELL-exempt students.

Connecticut Mastery Test

Performance Level Report - Report Table

Print Date: 8/3/2011

Percent of Students in Each Performance Level Writing

Writing											
Percent by Level											
Group	Grade	Year	Number Tested	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal	
State	3	2011	39124	7.9	11.0	20.0	40.0	21.1	81.1	61.1	
	4	2011	40196	5.2	9.4	19.9	41.2	24.3	85.4	65.5	
	5	2011	40752	4.7	7.3	21.2	40.9	26.0	88.0	66.8	
	6	2011	41040	4.0	9.9	20.9	39.3	26.0	86.1	65.3	
	7	2011	41746	8.2	12.0	20.9	32.8	26.0	79.8	58.9	
	8	2011	41413	8.1	10.4	16.8	42.0	22.8	81.6	64.8	
	Norwich	3	2011	373	18.2	18.0	26.3	30.3	7.2	63.8	37.5
		4	2011	383	12.5	20.6	27.4	34.2	5.2	66.8	39.4
5		2011	345	11.3	13.9	28.4	38.8	7.5	74.8	46.4	
6		2011	381	11.0	11.8	28.6	35.7	12.9	77.2	48.6	
7		2011	371	18.1	20.2	27.8	25.9	8.1	61.7	34.0	
8		2011	359	15.6	25.9	24.2	30.1	4.2	58.5	34.3	
Integrated Day	3	2011	32	12.5	9.4	46.9	21.9	9.4	78.1	31.3	
	4	2011	33	9.1	18.2	24.2	42.4	6.1	72.7	48.5	
	5	2011	33	6.1	12.1	27.3	42.4	12.1	81.8	54.5	
	6	2011	33	0.0	9.1	27.3	39.4	24.2	90.9	63.6	
	7	2011	35	17.1	20.0	25.7	28.6	8.6	62.9	37.1	
	8	2011	31	0.0	12.9	22.6	51.6	12.9	87.1	64.5	

- Results are not presented for groups fewer than 20.
Note: This report does not include ELL-exempt students.

Connecticut Mastery Test

Performance Level Report - Report Table

Print Date: 8/3/2011

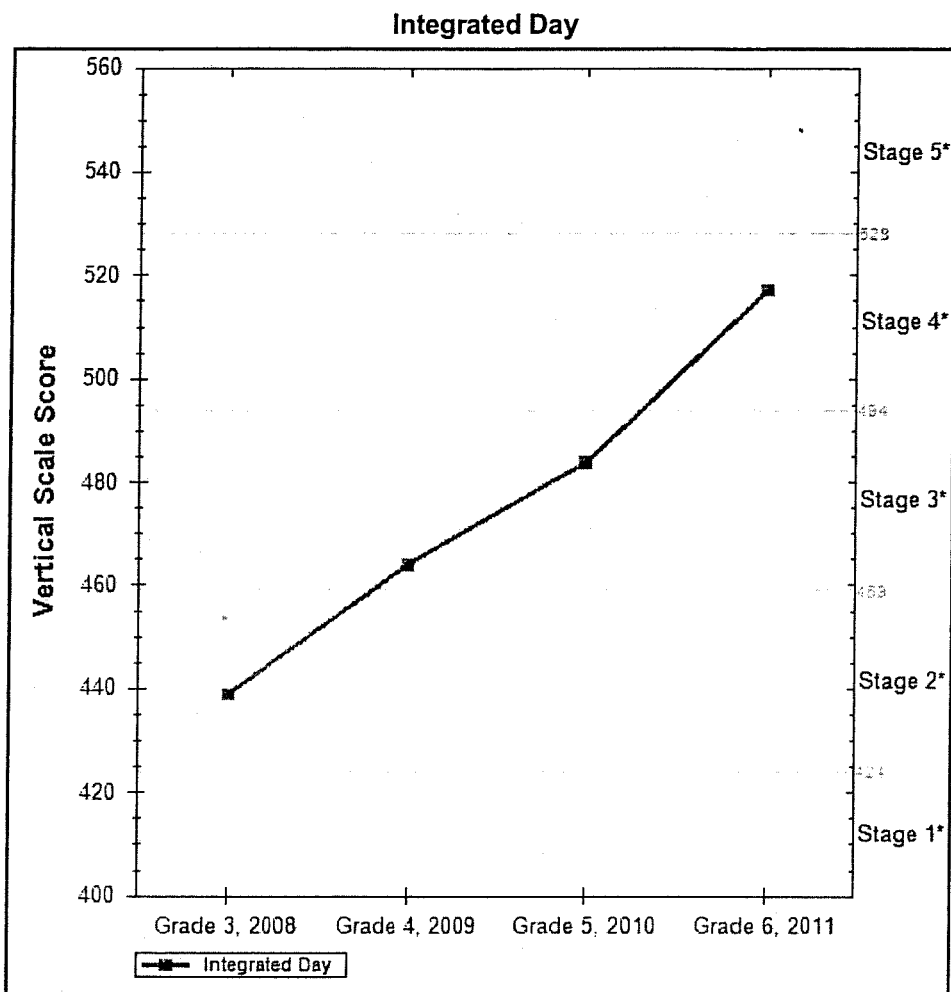
Percent of Students in Each Performance Level Mathematics

Mathematics											
Percent by Level											
Group	Grade	Year	Number Tested	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal	
State	3	2011	38377	7.7	8.0	21.0	33.2	30.1	84.3	63.3	
	4	2011	39009	6.5	8.4	17.9	35.4	31.8	85.2	67.3	
	5	2011	39340	4.9	7.5	14.9	37.5	35.2	87.6	72.7	
	6	2011	39591	4.2	7.4	16.9	35.5	36.0	88.5	71.6	
	7	2011	40374	4.2	8.6	18.6	34.6	34.0	87.2	68.7	
	8	2011	40096	5.2	8.8	19.2	34.4	32.4	86.0	66.8	
	Norwich	3	2011	360	19.2	12.5	21.7	29.4	17.2	68.3	46.7
		4	2011	366	14.8	16.4	24.6	31.1	13.1	68.9	44.3
5		2011	325	8.9	16.3	24.6	36.9	13.2	74.8	50.2	
6		2011	355	13.5	18.3	26.2	29.6	12.4	68.2	42.0	
7		2011	355	10.4	14.6	27.3	31.0	16.6	74.9	47.6	
8		2011	352	8.0	12.8	31.3	32.7	15.3	79.3	48.0	
Integrated Day	3	2011	32	15.6	15.6	21.9	43.8	3.1	68.8	46.9	
	4	2011	32	34.4	6.3	28.1	18.8	12.5	59.4	31.3	
	5	2011	32	18.8	12.5	25.0	28.1	15.6	68.8	43.8	
	6	2011	33	9.1	9.1	18.2	30.3	33.3	81.8	63.6	
	7	2011	33	0.0	9.1	27.3	45.5	18.2	90.9	63.6	
	8	2011	29	0.0	6.9	31.0	31.0	31.0	93.1	62.1	

- Results are not presented for groups fewer than 20.
Note: This report does not include ELL-exempt students.

**Connecticut Mastery Test
Average Vertical Scale Score, Reading**

Print Date: 7/28/2011



Group	Grade 3, 2008		Grade 4, 2009		Grade 5, 2010		Grade 6, 2011		2008-2011		2010-2011		2009-2011	
	N Tested	Mean VS	N Tested	Mean VS	N Tested	Mean VS	N Tested	Mean VS	N Matched	Growth	N Matched	Growth	N Matched	Growth
Integrated Day	33	439	33	464	33	484	33	517	33	79	33	33	33	53

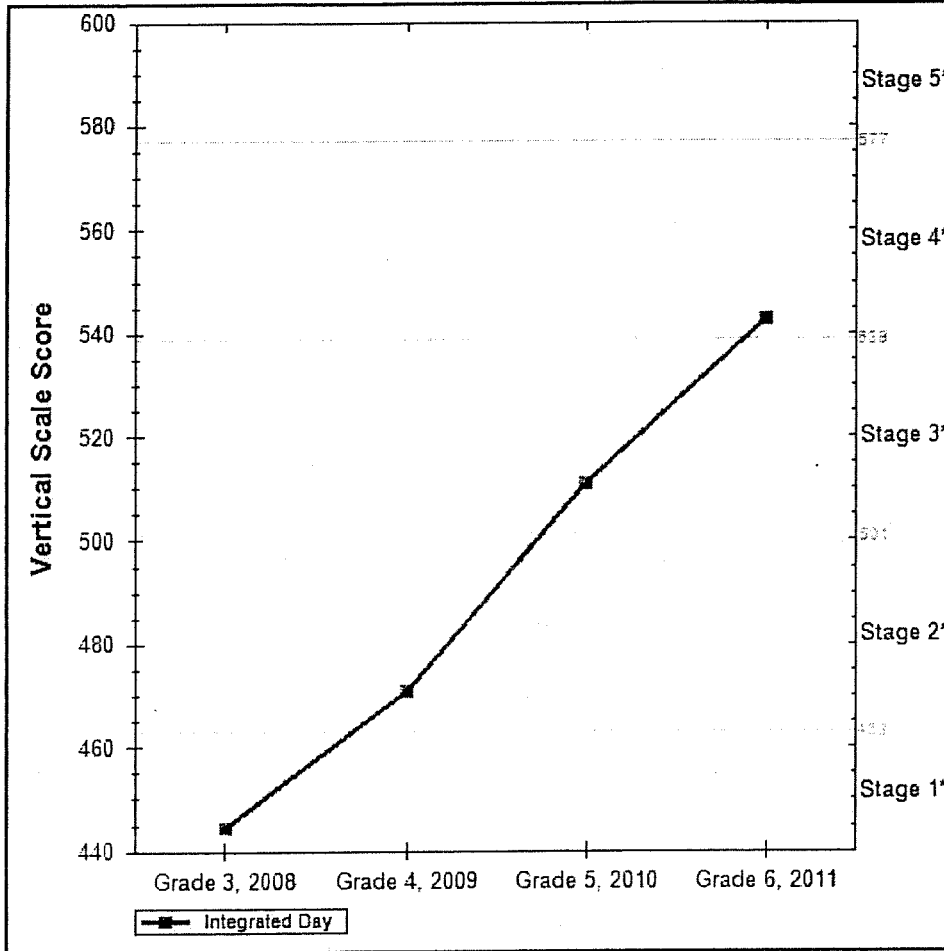
Note: This report does not include ELL-exempt students. N Tested and Mean VS are based on unmatched student groups; N Matched and Growth are based on matched student groups.

* These stages correspond to vertical scale stages, not performance levels.

**Connecticut Mastery Test
Average Vertical Scale Score, Mathematics**

Print Date: 7/28/2011

Integrated Day



Group	Grade 3, 2008		Grade 4, 2009		Grade 5, 2010		Grade 6, 2011		2008-2011		2010-2011		2009-2011	
	N Tested	Mean VS	N Tested	Mean VS	N Tested	Mean VS	N Tested	Mean VS	N Matched	Growth	N Matched	Growth	N Matched	Growth
Integrated Day	33	445	33	471	33	511	33	543	33	99	33	32	33	72

Note: This report does not include ELL-exempt students. N Tested and Mean VS are based on unmatched student groups; N Matched and Growth are based on matched student groups.

* These stages correspond to vertical scale stages, not performance levels.



National
Science
Teachers
Association

Damaris Blondonville

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NSTA New Science Teacher Academy
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Dear Julia Cronin,

On behalf of the National Science Teachers Association and the Amgen Foundation it is my pleasure to announce your acceptance into the New Science Teacher Academy as a Amgen-NSTA Fellow. I hope you share in our enthusiasm and excitement about this program and the opportunity it presents for you, your school district, and your students.

In the next few weeks, you will receive several communications from NSTA staff and others involved in the program that is central to your participation in the Academy. Since these communications will not come from my desk, the information is prefaced below.

One communication will be made by our e-Mentoring partners at the New Teacher Center, who facilitate the e-Mentoring for Student Success (eMSS) program. eMSS was developed by NSTA, the New Teacher Center (NTC) at UC Santa Cruz, and Montana State University to empower the next generation of science teachers by providing content-focused mentoring through a national, online network. Within 10 days of your acceptance to the New Science Teacher Academy you will receive an email from the eMSS program. This message will contain information about the online mentoring program and the required online orientation. If you do not receive a message from the eMSS within that time, please check your junk email folder and then contact emss@newteachercenter.org and Tiffany McCoy, tmccoy@nsta.org, for assistance. The eMSS site will also provide a private area for communication between the members of the New Science Teacher Academy and me.

Second, you will receive a welcome email from NSTA's Director of Membership explaining how you can enjoy the online opportunities. Soon after, your membership package and card will arrive.

Lastly, you will receive an email from Kate Falk in NSTA's Office of Legislative and Public Affairs about her media outreach plans for the program and the announcement of the 2011 Academy Fellows. Please do not reach out to your local and community newspapers, radio/TV stations, and/or any other media outlets until you hear from her.

Once again, NSTA extends to you and your school district congratulations! I will be your primary contact throughout your experience in the New Science Teacher Academy. If you have any questions, problems, or lack clarity on anything you are asked to do, do not hesitate to contact me using the information above. I look forward to working with you in the coming year as well as meeting you at the National Conference.

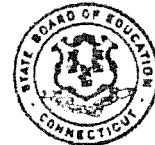
Sincerely,

A handwritten signature in cursive script that reads "Damaris Blondonville".

Ms. Damaris Blondonville
Senior Director, Professional Development
New Science Teacher Academy



STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION



Series: 2011-2012
Circular Letter: C-4

TO: Superintendents of Schools
Executive Directors of Regional Educational Service Centers
Directors of Public Charter Schools
Directors of CSDE-Approved Magnet Schools
Directors of Youth Service Bureaus

FROM: George A. Coleman
Acting Commissioner of Education

DATE: September 29, 2011

SUBJECT: **Implementation Dates for the Student Success Plan**

On July 8, 2011, the Connecticut General Assembly passed Public Act 11-135, which includes a provision requiring each local and regional board of education to implement Student Success Plans (SSP).

Section 2 of Public Act 11-135 reads as follows:

“For the school year commencing July 1, 2012, and each school year thereafter, each local and regional board of education shall create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan shall include a student's career and academic choices in grades six to twelve, inclusive.”

The full text of Public Act 11-135, is available at: <http://www.cga.ct.gov/2011/ACT/Pa/pdf/2011PA-00135-R00HB-06498-PA.pdf>. Sections 1-4 pertain to Secondary School Reform.

A Student Success Plan (SSP) must be implemented for each student in Grades 6-12 beginning on July 1, 2012. The Connecticut State Department of Education (CSDE) has established guidelines to assist districts and local boards of education. These guidelines are located on the CSDE Web site at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2702&Q=322264>.

The SSP is an individualized student-driven plan developed to address students' needs and interests. The Plan should include strategies to help every student stay connected to school and achieve postsecondary educational and career goals. An effective SSP is built around three core components: Academic Development, Career Development and Social, Emotional and Physical Development. This Plan will begin in Grade 6 and continue through high school to provide the student support and assistance in setting goals for social, emotional, physical and academic growth, meeting rigorous high school expectations and exploring postsecondary education and career interests. The SSP and supporting structures, such as student portfolios and academic/personal records, should be electronic and portable following the student from school to school and district to district.

The CSDE plans to add resources to the state Web site and to provide continued technical assistance and professional development to local districts. If you need additional information, please contact CSDE State Consultant June Sanford at 860-713-6765 or june.sanford@ct.gov or Jocelyn Mackey at 860-807-2029 or jocelyn.mackey@ct.gov.

Thank you for your commitment to Connecticut students as they plan for their secondary and postsecondary education and future careers.

GAC:jss

**IDCS, Inc
Governing Board
Business Report
October 12, 2011**



Facilities:

➤ **Condo Association:**

- 2012 budget will keep us essentially level on fees. It will be presented to owners at November's annual meeting.
- Mary Osten's term expires this year on the Condo Board. Need to know if she or another representative is interested in the seat.

Finance:

- Finance Committee did not meet in October. Next meeting will be November 2nd at 3:30 and will begin the start of the 2012-13 budget process.
- Construction loan has been paid off.

Food Service: N/A

Personnel: N/A

Other: We have met with several technology vendors and are preparing to settle on a provider for server replacement and infrastructure upgrades.

Committee chairs can provide their minutes to the Business Manager for posting. Minutes/reports will be posted with monthly Board minutes.

Governance Committee
October 11, 2011

Start time: 3:45

Adjourned: 4:45

Present: Laura McMahon, Michael Seroussi, Jen Spangle

Anna James (through Jen) provided a list of policies reviewed by Carl Davis. Of these policies, IDCS is missing 20 that are required by law. Michael Seroussi will forward policies to governance members ASAP. We will review and have at least 10 available for a first reading for the November Board meeting. This process will involve all Board members reading and participating in the adoption of these missing policies.

We discussed the mandatory School Climate plan and will talk to Anna James about and update on the process.

We also discussed a possible future conflict of interest policy and decided to table the discussion until IDCS has all of its mandatory policies in place.