

STRATEGIC SCHOOL PROFILE 2006-07

Single Elementary School District Edition

**Integrated Day Charter School
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School Type: Charter

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: New London

2000 Population: N/A

1990-2000 Population Growth: N/A

2000 Per Capita Income: N/A

Number of Public Schools: 1

Number of Nonpublic Schools: N/A

District Reference Group (DRG): N/A

Public School Enrollment as a Percent of Town Population: N/A

Public School Enrollment as % of Total Student Population: N/A

Percent of Adults without a High School Diploma in 2000: N/A

Adult Education Enrollment in 2005-06 School Year: N/A

Number of Adults Receiving Diplomas in 2005-06 School Year: N/A

SCHOOL NEED

Current and Past School Need	Year	School/District	DRG K-8 Schools	State K-8 Schools
% of Students Eligible for Free/Reduced-Price Meals	2006-07	25.7	N/A	64.5
	2002-03	15.8	N/A	54.8
% of K-12 Students with Non-English Home Language	2006-07	7.7	N/A	26.7
	2001-02	4.2	N/A	22.5
% of Students above Entry Grade who Attended this School the Previous Year	2006-07	91.6	N/A	83.2
	2001-02	80.0	N/A	79.8
	Year	School/District	DRG	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2006-07	100.0	N/A	79.3
	2001-02	72.2	N/A	75.1

Enrollment in Special Programs	Students in School/District	Percent in School/District	% in DRG K-8 Schools	% in State K-8 Schools
Bilingual Education and English as a Second Language Services (K-12)	4	1.4	N/A	10.2
Compensatory Education	38	11.9	N/A	62.5
Extended Day Kindergarten	23	N/A	N/A	N/A
Gifted and Talented Program	17	5.3	N/A	2.3
Special Education	40	12.5	N/A	10.8
Prekindergarten	33	N/A	N/A	N/A

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK- 8
Total Enrollment	319
5-Year Enrollment Change	11.5%*
Projected 2011 Enrollment	
Elementary	231
Prekindergarten, Other	33

*Between 2001 and 2006, grades changed

Race/Ethnicity	Number	Percent
American Indian	6	1.9
Asian American	12	3.8
Black	51	16.0
Hispanic	26	8.2
White	224	70.2
Total Minority 2006-07	95	29.8
Total Minority 2001-02	67	23.4

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.

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. PreK 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. This year a relationship between the local chapter of the NAACP was established. 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. 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 is held on alternating years. This year a Master Teaching Artist, Dr. Raouf Mama, a native of Benin, West Africa, developed storytelling techniques with students, culminating in an evening of original performances.

SCHOOL RESOURCES

Instructional Time*	School/District	DRG K-8	State K-8
Total Hours of Instruction Per Year	1,013	N/A	1,008

*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	DRG K-8	State K-8
Video	100.0	N/A	83.2
Voice	100.0	N/A	86.4
Internet Access	100.0	N/A	99.2
Multi-Room Network (LAN)	100.0	N/A	64.5

Computers	School	DRG K-8	State K-8
# of Students Per Academic Computer	4.5	N/A	3.0
% of Computers that are High or Moderate Power	100.0	N/A	88.1
% of Computers with Internet Access, All Speeds	91.5	N/A	98.9
% of Computers with High Speed Internet Access	91.5	N/A	95.5
% of Internet Computers with Filtering Software	100.0	N/A	98.5

LIBRARY MATERIALS

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

Print and Non-Print Materials	School	DRG K-8	State K-8
# of Print Volumes Per Student*	22.3	N/A	21.0
% of Print Volumes Purchased in the Last Three Years	1.4	N/A	21.0
# of Print Periodical Subscriptions	20	N/A	37.0
# of Non-Print Materials	25	N/A	286.3

*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.

SCHOOL RESOURCES, continued**STAFFING RESOURCES**

FTE Staff Count	2006-07	2005-06
# of Certified Staff		
Teachers	20.0	19.5
Administrators	1.2	1.2
Department Chairs	0.0	0.0
Library/Media Staff	0.0	0.0
Other Professionals	1.0	1.0
# of Non-Certified Instructional	9.4	7.5

Average Class Size	Sch/Dist	DRG	State
Gr. K	2006-07	23.0	N/A
	2001-02	22.0	N/A
Gr. 2	2006-07	22.0	N/A
	2001-02	22.0	N/A
Gr. 5	2006-07	22.0	N/A
	2001-02	22.0	N/A
Gr. 7	2006-07	11.6	N/A
	2001-02	19.1	N/A

Professional Staff Race/Ethnicity	2006-07	2005-06	2001-02
% Minority	0.0	8.7	5.6
Professional Staff	School/Dist	DRG K-8	State K-8
Average Years of Experience in Connecticut and Other Locations	9.6	N/A	13.2
% with Master's Degree or Above	77.3	N/A	75.4
# of Teachers Per Administrator	16.7	N/A	17.0
# of Students Per Teacher	16.0	N/A	13.4

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 education process. Parents and caregivers are represented on the Board of Directors, 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 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. 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 PROCESSES

Selected Subject Areas, Grade 5	Estimated Hrs of Instruction Per Yr			Computer or Tech Supported
	Sch/Dist	DRG	State	
Art	36	N/A	31	No
Computer Education	18	N/A	17	Yes
English Language Arts*	463	N/A	427	Yes
Family and Consumer Science	0	N/A	1	N/A
Health	36	N/A	23	No
Library Media Skills	18	N/A	18	Yes
Mathematics*	180	N/A	195	Yes
Music	36	N/A	32	No
Physical Education	36	N/A	40	No
Science*	100	N/A	97	No
Social Studies*	110	N/A	92	No
Technology Education	0	N/A	1	N/A
World Languages	36	N/A	11	No

*Interdisciplinary Approach


World Language: Formal instruction (at least 1 hour per week) in a world language starts in grade 4 in this school. In Connecticut, 9.3% of K-8 schools have started world language instruction at this grade or earlier.

Student and Teacher Statistics	School/Dist	DRG K-8	State K-8
% of Students Retained in Grade after 2005-06 School Year	0.0	N/A	2.9
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	6.3	N/A	8.5
% Certified Staff Assigned to Same School the Previous Year	90.9	N/A	80.0

Enrollment in High School Level Courses			
% of Grade 8 Students		School/District	State
Math	2006-07	53.1	30.1
	2001-02	31.6	26.8
World Languages	2006-07	53.1	46.8
	2001-02	0.0	41.5

Remedial Instruction for Students Lacking Basic Skills	Mathematics	Language Arts
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	Yes	Yes
After School Program	No	Yes
Summer School (2006)	Yes	Yes
Other	No	No

STUDENT PERFORMANCE

Physical Fitness % Passing All 4 Tests	School/District	State	Of All Schools in State		
			Lowest %	Highest %	
	Grade 4	9.1	33.5	0.0	86.6
	Grade 6	45.5	35.5	0.0	93.8
	Grade 8	51.7	36.7	0.0	92.0

Student Attendance	Sch/Dist	State K-8
% on October 1, 2006	97.2	95.7

