

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.com.

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."