

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



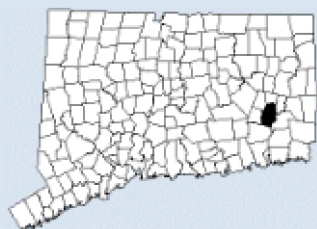
Integrated Day Charter School District

Debra Allard, Charter School Director - District level • 860-892-1900 • <http://www.idcs.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	364
Per Pupil Expenditures	\$14,835
Total Expenditures	\$5,370,308

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	187	51.4	48.4
Male	177	48.6	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	48	13.2	5.2
Black or African American	42	11.5	12.4
Hispanic or Latino of any race	90	24.7	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	145	39.8	45.1
English Learners/Multilingual Learners	27	7.4	11.3
Eligible for Free or Reduced-Price Meals	192	52.7	44.8
Students with Disabilities	41	11.3	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	25	14.8	7	3.6
Male	17	10.7	19	10.5
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	18	22.2	*	*
White	13	10.1	12	8.1
English Learners/Multilingual Learners	6	22.2	*	*
Eligible for Free or Reduced-Price Meals	32	18.5	20	10.3
Students with Disabilities	8	17.4	7	13.2
All Students - District	42	12.8	26	7.0
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 36
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	21.9
General Education Paraprofessionals	32.0
Special Education Teachers and Instructors	4.0
Special Education Paraprofessionals	11.0
District Central Office Administrators	3.7
School Level Administrators	0.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	21.5

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	6.6
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	2	6.1	4.9
Hispanic or Latino of any race	1	3.0	5.3
Native Hawaiian or Other Pacific Islander	1	3.0	0.1
Two or More Races	0	0.0	0.3
White	29	87.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	4	12.9	6.8
Teachers	4	15.4	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	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
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$2,899,551	\$8,010	\$13,471
Support services - students	\$683,995	\$1,889	\$1,826
Support services - instruction	\$17,905	\$49	\$972
Support services - general administration	.	.	\$568
Support services - school based administration	\$537,263	\$1,484	\$1,274
Central and other support services	\$561,999	\$1,552	\$761
Operation and maintenance of plant	\$647,160	\$1,788	\$2,125
Student transportation services	\$22,434	\$62	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$5,370,308	\$14,835	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$294,576	59.2	26.4
Instructional Aide Salaries	\$89,582	18.0	10.1
Other Salaries	\$38,212	7.7	10.5
Employee Benefits	\$68,055	13.7	13.3
Purchased Services Other Than Transportation	\$7,181	1.4	6.8
Special Education Tuition	.	.	22.8
Supplies	\$347	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$497,953	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	9.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	8.4
State	80.0
Federal	10.7
Tuition & Other	1.0

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).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	30	78.8	30	75.3	*	*
Black or African American	30	65.2	30	52.2	10	*
Hispanic or Latino of any race	54	56.7	54	46.7	18	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	12	*
White	88	68.6	88	64.1	29	72.3
English Learners/Multilingual Learners	26	64.5	26	58.7	7	*
Non-English Learners/Non-Multilingual Learners	204	67.0	204	59.9	72	67.7
Eligible for Free or Reduced-Price Meals	123	62.3	123	54.5	41	61.9
Not Eligible for Free or Reduced-Price Meals	107	71.9	107	65.8	38	73.0
Students with Disabilities	37	48.9	37	38.8	10	*
Students without Disabilities	193	70.2	193	63.8	69	70.2
High Needs	137	61.5	137	54.0	43	61.3
Non-High Needs	93	74.5	93	68.2	36	74.2
All Students - District	230	66.8	230	59.7	79	67.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	92.9	68.4	78.0	N/A	107	78.5
Curl Up	88.9	92.5	86.8	N/A	105	89.5
Push Up	100.0	89.7	94.6	N/A	105	94.3
Mile Run/PACER	77.8	89.5	86.5	N/A	102	85.3
All Tests - District	61.5	60.0	66.7	N/A	94	62.8
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	66.8	75	44.5	50	89.0	64.7
ELA Performance Index	High Needs Students	61.5	75	41.0	50	82.0	54.9
Math Performance Index	All Students	59.7	75	39.8	50	79.6	61.1
Math Performance Index	High Needs Students	54.0	75	36.0	50	72.0	50.6
Science Performance Index	All Students	67.2	75	44.8	50	89.6	62.6
Science Performance Index	High Needs Students	61.3	75	40.9	50	81.7	52.1
ELA Academic Growth	All Students	60.9%	100%	60.9	100	60.9	60.6%
ELA Academic Growth	High Needs Students	57.9%	100%	57.9	100	57.9	55.7%
Math Academic Growth	All Students	47.9%	100%	47.9	100	47.9	62.3%
Math Academic Growth	High Needs Students	44.0%	100%	44.0	100	44.0	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	12.8%	<=5%	34.4	50	68.8	17.2%
Chronic Absenteeism	High Needs Students	17.9%	<=5%	24.2	50	48.4	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	95.3%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	62.8%	75%	20.9	50	41.8	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				587.1	900	65.2	

Physical Fitness Estimated Participation Rate - District: 85.3% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	74.5	61.5	13.0	16.9	N
Math Performance Index Gap	68.2	54.0	14.2	18.4	N
Science Performance Index Gap	74.2	61.3	12.9	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	100.0
ELA	High Needs Students	100.0
Math	All Students	100.0
Math	High Needs Students	100.0
Science	All Students	100.0
Science	High Needs Students	100.0

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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

The 2024-2025 school year has been a year filled with learning, growth, and accomplishments. IDCS continues to take a student-centered approach first as we work conscientiously, diligently, and effectively for all of our children and families.

SPECIAL EDUCATION PROGRAMS: The Special Education Coordinator oversees and coordinates the Student Support Team (tiered intervention), 504s, and PPTs. The Executive Director and/or the Assistant Director attend all 504s and PPTs along with all necessary stakeholders. Meetings occur virtually or in-person to provide options that assure families and external support workers can attend. Also, the coordinator leads the school team, which includes 3 full time special education teachers/case managers, a speech pathologist and assistant speech pathologist, 2 full time counselors, and 6 special education paras. This team meets weekly to discuss strategies, student progress, and collaboration with stakeholders. The Reading/Math Interventionists and MLL teacher collaborate with the Special Education Staff to support instruction and monitor progress. IDCS staff commit to ensuring that ALL students are supported academically, emotionally, socially, and behaviorally. The coordinator works closely with the Norwich Public Schools' Special Education Liaison as well as other sending districts from which we receive out students. Our special education staff routinely receives professional development and is always seeking new strategies and curriculum to best meet the needs of our differing students.

TRUANCY: The Dean of Students meets weekly with the 2 school counselors. They discuss students with a great deal of absences who are approaching truancy or are truant. Subsequently, parents/guardians are contacted about their child/ren. Letters are sent to families; meetings are held as needed using a supportive approach to identify how to help families in getting their children to school. The nurse partnered with the Dean of Students and Counselors to identify health issues that may cause absences and contacts families to assist them in various ways. An approach that incorporates education, support, and partnership is key.

ENGAGING FAMILIES: Family partnerships is an IDCS' core tenets. During the 24-25 school year, two Family Liaisons remained on staff to increase parental involvement. They distributed volunteer brochures, collaborated with faculty/admin. to send out engagement surveys, and spearheaded events to bring families in. We had a campaign for increased grandparent involvement, which had a positive result. Family communication occurs via email, voicemail and ParentSquare as well as weekly Director newsletters and classroom bulletins, twice-yearly student led conferences, and administrator/teacher contact with parents. The Director held pre-school meetings for parents and teachers conduct home visits. Our active IDEA (PTO) is parent-run. Events increased this year to include Hot Fudge & Fiction, Bingo Night, back to school night, staff vs. student basketball game and more.

Parents coordinated picture day and two book fairs, assisted at Bread Feast/Caring and Sharing (an annual IDCS feast/community service event of giving and thanks) and the Annual Picnic. Attendance at basketball and volleyball games, track/cross country meets increased once again. Parents attend all musical performances.

Efforts to Reduce Racial, Ethnic and Economic Isolation

IDCS is an integrated school due to its lottery system and to Norwich's community demographics. IDCS' demographics include 51% female, 49% male; 1% American Indian, 14% Asian, 12% Black, 16% Latinx, 11% two or more races; and 46% White. Students have opportunities to interact amongst one another through multi-age lunch configurations, lunch buddies, service learning activities and more. These events enable students throughout the school community to engage with one another and get to know one another socially, culturally, and academically. Classrooms are assigned to a "pod", which consists of K/1, 2/3, 4/5, 6, and 7/8 classes. In the lunch room, 2 students from each grade level sit in groups of 8. This supports students getting to know students across age levels, gender, culture, and religion as students engage in conversation about their families, lives, interests etc. IDCS has a learning buddy program; all students are assigned a learning buddy at least 2 grades above or 2 grades below; recesses are scheduled for at least 3 classes at one time. IDCS' student council is very active in the school in supporting and cultivating relationships across various groups. Classroom selection for the coming year also considers demographic information to ensure diversity in each classroom. There are friendship groups across all races and ethnicities. This can be seen on our sports teams, recess, learning buddies, events, and everyday classroom interactions.

Critical pedagogy is a core tenet at IDCS; IDCS curriculum includes a social justice unit at each grade level. IDCS students have participated and spoken at the Norwich NAACP MLK Jr. Luncheon. IDCS has celebrated Indigenous People's day for at least 6 years. Books and lessons are chosen to ensure cultural responsiveness and perspective.

During this school year 2024-25 school year, faculty and staff have engaged in professional development about trauma informed practices, biases, and instructional strategies to support all learning. Additionally, several teachers and administrators have attended pd about restorative practices. A representative from the URI Center for Non-violence and Peace Studies has come in to work with and train students on conflict resolution.

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Equitable Allocation of Resources among District Schools

Because IDCS is a single school/system, the equitable allocation of resources occurs automatically. Funds and support is allocated equitably across subjects and grade levels.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	50.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	1	50.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	2		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.