

STRATEGIC SCHOOL PROFILE 2010-11
Interdistrict School for Arts and Communication District

Telephone:

Location: 3 Garvin Street
 New London,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London
 Town Population in 2000: N/A
 1990-2000 Population Growth: N/A
 Number of Public Schools: 1

Per Capita Income in 2000: N/A
 Percent of Adults without a High School Diploma in 2000*: N/A
 Percent of Adults Who Were Not Fluent in English in 2000*: N/A
 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

STUDENT ENROLLMENT

Enrollment on October 1, 2010 182
 5-Year Enrollment Change 10.3%

DISTRICT GRADE RANGE

Grade Range 6 - 8

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	128	70.3	N/A	34.1
K-12 Students Who Are Not Fluent in English	10	5.5	N/A	5.6
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	29	15.9	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	N/A	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.5
Asian American	2	1.1
Black	54	29.7
Hispanic	65	35.7
Pacific Islander	0	0.0
White	60	33.0
Two or more races	0	0.0
Total Minority	122	67.0

Percent of Minority Professional Staff: 4.3%

Non-English Home Language:

15.9% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 1.

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.

Parents founded ISAAC in 1997 as a Connecticut charter school, to reduce racial and economic isolation in southeastern Connecticut for middle school students. The school opened that fall with 45 students in 6th grade. Since that time, ISAAC has grown to 180 students in all three middle school grades with students from twelve communities. Our students and families represent different races, ethnicities, economic status and come from urban, suburban and rural communities. The percentage of students who qualify for free or reduced lunch has grown from about 30% in 1997 to over 76% in 2011. In addition to being founded to reduce racial and economic isolation, ISAAC staff infuse multicultural education in its program. This is accomplished through thematic interdisciplinary units such as the Harlem Renaissance. The visual and performing arts are also integrated with a primary focus on diverse cultures. Teachers are encouraged to attend the National Association for Multicultural Education Conference each year. The workshops provided at that conference help our staff to be more aware, sensitive and skilled at infusing multicultural education into our curriculum. Furthermore, ISAAC provides time during each day for "Crew" to teach students about differences through Responsive Classroom activities, our social curriculum. ISAAC holds two or more "Mix-it-up" lunches each year so students can sit with students other than their "regular" friends. We also hold multicultural lunches and dinners for students and families throughout the school year.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 4 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 5 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	
Grade 6 Reading	62.3	76.0	10.1	
Writing	32.8	65.2	3.6	
Mathematics	40.0	71.3	3.6	
Grade 7 Reading	66.1	77.8	12.7	
Writing	37.3	58.9	9.5	
Mathematics	41.4	68.4	6.4	
Grade 8 Reading	71.9	74.7	28.7	
Writing	50.8	64.8	14.0	
Mathematics	40.4	66.6	8.3	
Science	69.5	63.1	40.1	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	N/A	N/A	N/A	
Writing Across the Disciplines	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	23.0	51.0	5.3

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	N/A	N/A	N/A
2009-10 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	13.40
Paraprofessional Instructional Assistants	0.75
Special Education	
Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	2.00
Library/Media Specialists and/or Assistants	0.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.00
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	4.50

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	District	DRG	State
Average Years of Experience in Education	8.0	N/A	13.9
% with Master's Degree or Above	78.9	N/A	79.0

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	15.3	N/A	20.6
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	1,046	N/A	1,017
High School	N/A	N/A	N/A

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	N/A	N/A	N/A
Middle School	1.4	N/A	2.4
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$1,359	\$7,466	\$8,245	N/A	\$8,237
Instructional Supplies and Equipment	\$43	\$236	\$312	N/A	\$300
Improvement of Instruction and Educational Media Services	\$74	\$409	\$273	N/A	\$463
Student Support Services	\$79	\$431	\$852	N/A	\$872
Administration and Support Services	\$380	\$2,089	\$1,718	N/A	\$1,459
Plant Operation and Maintenance	\$189	\$1,039	\$1,231	N/A	\$1,410
Transportation	\$5	N/A	\$644	N/A	\$692
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$86	N/A	\$159
Total	\$2,129	\$11,697	\$14,049	N/A	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$102	\$560	\$1,449	N/A	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	N/A

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	0.0	76.5	4.6	18.9
Excluding School Construction	0.0	80.1	4.9	15.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Non Applicable

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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	N/A	N/A
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	28.6	33.0	66.7	68.6
	Writing	9.1	19.3	40.2	63.7
	Mathematics	10.3	33.4	40.6	68.2
	Science	40.0	21.2	69.5	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

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.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	6.1
	% With Accommodations	93.9
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		0.0

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

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

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

ISAAC did not make “adequate yearly progress” on the CMT math assessment this year. We have increased teacher contact in Mathematics classes by utilizing a co-teaching model for two of our math classes. We also are instituting Mathematics Academy classes to help support students in math concepts and content. Teachers in all subjects will be emphasizing the use/application of mathematics in their units of study. New teachers will be trained in Responsive Classroom for Middle Schools, Effective Teaching Strategies (ETS), Unwrapping and Making Standards Work, Data Teams and Creating Independence through Student Strategies (CRISS). Our Mathematics and Language Arts curricula are aligned with state standards with plans to further align to the new Common Core being developed. We have two computer-based online programs that assist our students in acquiring skills in mathematics and reading. All of our teachers are highly qualified and hold certifications in their subject area. Along with supporting our new teachers with the TEAM Mentoring program, additional Professional Development next year will include Data Driven Decision Making, using Common Formative Assessments, and revisiting CRISS and ETS in order to ensure the continuing use of research-based teaching strategies. In special education, we continue to follow the inclusion model for all special education students. Special needs students are provided resource time in the afternoon to improve skills and work on IEP goals. Due to increased population, we hired an additional Special Education Instructor. All special education teachers were trained in CRISS. The intent of that training was to improve their abilities to better instruct their students. Special education and regular education teachers continue to receive training in the co-teaching model. The parent group at ISAAC is called ISAAC Parent Action Team or IPAT. The parents were involved in discussions on program improvement and literacy. The parents organized our school library and fund raised for books. They organized a book swap in which families were encouraged to donate books. On Parent/Teacher Conference day, families and students could select books from those donated and buy them for \$.50. The proceeds raised were used to buy new books for the school library. Our goals are to get more parents involved in the school day as a resource to teachers and students and to help build community through organizing All-ISAAC events. Many parents assisted with in-class project completion, providing support to individuals and small groups.
