

STRATEGIC SCHOOL PROFILE 2007-08**Interdistrict School for Arts and Communication District**

Telephone: (860) 447-1003

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

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

STUDENT ENROLLMENT

Enrollment on October 1, 2007 181

5-Year Enrollment Change 57.4%

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	109	60.2	N/A	28.7
K-12 Students Who Are Not Fluent in English	12	6.6	N/A	5.4
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	13	7.2	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	0.2
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	3	1.7
Asian American	3	1.7
Black	33	18.2
Hispanic	76	42.0
White	66	36.5
Total Minority	115	63.5

Percent of Minority Professional Staff: 5.3%

Non-English Home Language: 29.3% 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 2.

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. 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 60% in 2007.

In addition to being founded to reduce racial and economic isolation, ISAAC infuses multicultural education in our program. ISAAC accomplishes this through thematic interdisciplinary units such as the Harlem Renaissance. 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. Furthermore, ISAAC provides time during each day for "Crew" to teach students about differences through Responsive Classroom, 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. Finally, ISAAC continues to lead and participate in the Southeastern Connecticut Middle School Youth Summit that we founded in 2001. Our Summit students get together with 10 to 12 students from eight other middle schools, taking turns hosting, to discuss issues of interest or concern with each other. It is another way we specifically interact with the other local middle schools.

STUDENT PERFORMANCE

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	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	42.4	66.3	6.5
Writing	39.7	61.9	8.3
Mathematics	27.1	66.4	1.8
Grade 7 Reading	46.0	71.1	9.0
Writing	31.7	62.0	5.8
Mathematics	34.9	63.0	9.0
Grade 8 Reading	34.0	64.8	5.7
Writing	35.8	63.4	6.3
Mathematics	28.3	60.8	5.7
Science	39.6	58.6	13.2

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.”

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 scoreable 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
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

For more detailed 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.”

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
	13.3	36.1	3.2

SAT [®] I: Reasoning Test Class of 2007		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, Class of 2007	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2007	N/A	N/A	N/A
2006-07 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 District Staff	
General Education	
Teachers and Instructors	12.50
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	2.70
Paraprofessional Instructional Assistants	2.00
Library/Media Specialists and Assistants	0.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.85
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	6.20

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	7.1	N/A	13.6
% with Master's Degree or Above	87.5	N/A	75.6

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	10.8	N/A	20.5
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	1,012	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	3.2	N/A	2.7
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	Elementary Districts	DRG	State
Instructional Staff and Services	\$1,018	\$5,624	\$7,141	N/A	\$7,159
Instructional Supplies and Equipment	\$35	\$196	\$314	N/A	\$266
Improvement of Instruction and Educational Media Services	\$40	\$219	\$219	N/A	\$429
Student Support Services	\$56	\$309	\$732	N/A	\$761
Administration and Support Services	\$319	\$1,765	\$1,370	N/A	\$1,271
Plant Operation and Maintenance	\$179	\$991	\$1,146	N/A	\$1,322
Transportation	\$2	N/A	\$575	N/A	\$601
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$18	\$97	\$62	N/A	\$145
Total	\$1,667	\$9,209	\$12,187	N/A	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,103	\$6,095	\$1,737	N/A	\$1,882

Special Education Expenditures	
Total Expenditures	N/A
Percent of Total PK-12 Expenditures Used for Special Education	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	87.5	1.1	11.4
Excluding School Construction	0.0	97.7	1.9	0.4

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.

ISAAC continues as an experiential learning model school. We provided necessary professional development to assist new teachers not familiar with this model. The Director of Academics is responsible for training and implementing this academic program.

ISAAC is also a Responsive Classroom school. We have adapted this model to middle school standards and it is being implemented school-wide. Our Director of Student Life oversees the training and implementation. Teachers received two full days of training in August of 2007. Staff new to ISAAC this year will be given the same training. Responsive Classroom connects perfectly with experiential learning and supports our social curriculum and our mission.

ISAAC continues to have many community partners and our new location in downtown New London supports this easily. Our students regularly go on walking field trips to learn from community resources so readily available. In addition to being resources for our students, these partners have helped our capital campaign and we have worked together to raise money for our building projects.

ISAAC also works closely with our students' parents and families. They provide valuable volunteer time, financial support for our educational program and student activities. Many parents also contribute their expertise to our students' learning.

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 2006-07 with a Standard Diploma	N/A	N/A
2006-07 Annual Dropout Rate for Students Aged 14 to 21	N/A	N/A

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	N/A	N/A	41.1	62.1
	Writing	N/A	N/A	35.6	63.0
	Mathematics	N/A	N/A	30.3	62.7
	Science	N/A	N/A	39.6	56.8
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	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		N/A

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” in the math and reading CMTs this year. All teachers were trained in Effective Teaching Strategies (ETS) this year. Many teachers were trained in Data Teams and Creating Independence through Student Strategies (CRISS). Our Professional Development Plan for next year will implement Data Team school-wide and provide more training through CALI. We revised our math and language arts curricula to align them with state standards and CMT strands. Professional development will be offered to support our teachers in improving teaching strategies, differentiating instruction and making standards work. Professional development training this coming year is focused on 3 primary areas with the ongoing goal of closing the achievement gap in the areas of reading and math: (1) Research-based teaching strategies-- Effective Teaching Strategies (ETS) and Creating Independence through Student-owned Strategies (CRISS) trainings are required for all teaching staff. Staff have been trained in strategies to maximize student learning opportunities. (2) Data-driven decision making teams--Teachers and school leaders will be trained in data-driven decision-making and will work in data teams to make instructional decisions based on student needs as determined by analyzing student work and data such as CMTs. (3) Making Standards Work--Teachers and school leaders will be trained to identify Priority Standards, “unwrap” them and design performance assessments and scoring guides.

-- We continue to follow the inclusion model for all special education students. They are also provided resource time in the afternoon to improve skills and work on IEP goals. Due to increased population, we hired an additional Special Ed. teacher. All special ed. teachers were trained in CRISS. The intent of that training was to improve their abilities to better instruct their students.

-- The parent group at ISAAC is called ISAAC Parent Action Team or IPAT. The number of parents attending meeting greatly improved. Many meetings had 25 or more parents. Parents were involved in hiring of new teachers and discussion on program improvement and literacy. They organized our school library and raised funds for bookshelves and books. They organized and ran our two school book fairs. Our goals are to have more parents involved in the school day as a resource to teachers and students and to help build community through organizing all-ISAAC events.
