

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

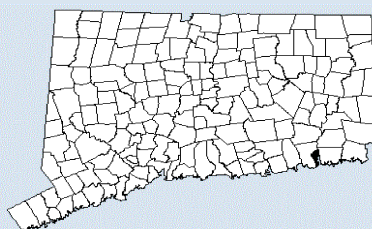


Interdistrict School for Arts and Comm District

860-447-1003

District Information

Grade Range	6-8
Number of Schools/Programs	1
Enrollment	262
Per Pupil Expenditures ¹	\$13,688
Total Expenditures ¹	\$3,367,185

¹Expenditure data reflect the 2013-14 year.

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 [EdSight \(EdSight.ct.gov\)](#).
 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 ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	129	49.2	48.3
Male	133	50.8	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.7
Black or African American	36	13.7	12.9
Hispanic or Latino	129	49.2	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	25	9.5	2.5
White	64	24.4	57.2
English Language Learners	31	11.8	6.3
Eligible for Free or Reduced-Price Meals	169	64.5	37.6
Students with Disabilities ¹	38	14.5	13.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	13	10.3	21	16.2
Male	18	14.2	30	23.4
Black or African American	*	*	8	23.5
Hispanic or Latino	20	15.7	33	25.3
White	*	*	*	*
English Language Learners	8	25.8	8	25.8
Eligible for Free or Reduced-Price Meals	28	15.2	44	23.5
Students with Disabilities	7	18.9	15	38.4
District	31	12.3	51	19.8
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 26

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Interdistrict School for Arts and Comm District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	17.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	5.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	2.2
School Nurses	1.2
Other Staff Providing Non-Instructional Services/Support	9.4

¹In 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.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	3.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	28	96.6	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	95.2
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.1	9.2

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	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
District	N/A	N/A
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.4
Other Health Impairment	0	0.0	2.6
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,844,083	7,496	9,134
Instructional Supplies and Equipment	112,213	456	334
Improvement of Instruction and Educational Media Services	280,453	1,140	498
Student Support Services	132,315	538	1,001
Administration and Support Services	698,053	2,838	1,694
Plant Operation and Maintenance	293,991	1,195	1,572
Transportation	6,077	.	813
Costs of Students Tuitioned Out	.	N/A	N/A
Other	0	0	186
Total	3,367,185	13,688	15,289

Additional Expenditures

Land, Buildings, and Debt Service	1,665,036	6,768	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.2
Purchased Services	0	0.0	5.2
Tuition to Other Schools	0	0.0	22.0
Special Ed. Transportation	0	0.0	8.6
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	80.0	79.3
Federal	1.4	2.1
Tuition & Other	18.6	18.6

⁴Revenue 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 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., 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	N/A	N/A
Asian	*	*	*	*	*	*
Black or African American	36	58.6	36	48.0	12	*
Hispanic or Latino	126	54.3	126	40.9	39	42.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	21	60.5	22	45.3	*	*
White	58	69.6	58	58.1	19	*
English Language Learners	48	44.2	48	32.8	16	*
Non-English Language Learners	201	63.0	202	50.1	64	48.6
Eligible for Free or Reduced-Price Meals	176	56.0	177	43.3	58	41.7
Not Eligible for Free or Reduced-Price Meals	73	67.6	73	55.3	22	55.6
Students with Disabilities	41	41.9	41	28.9	14	*
Students without Disabilities	208	62.8	209	50.3	66	47.7
High Needs	188	55.8	189	43.2	61	41.8
Non-High Needs	61	70.5	61	57.9	19	*
District	249	59.4	250	46.8	80	45.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	78.9	78.3	N/A	173	78.6
Curl Up	N/A	67.8	65.1	N/A	173	66.5
Push Up	N/A	51.1	60.2	N/A	173	55.5
Mile Run/PACER	N/A	52.2	30.1	N/A	173	41.6
All Tests - District	N/A	25.6	16.9	N/A	173	21.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

³Only students assessed in all four areas are included in this calculation.

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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	59.4	75	79.2	100	79.2	67.9
	High Needs Students	55.8	75	74.4	100	74.4	56.7
Math Performance Index	All Students	46.8	75	62.4	100	62.4	59.3
	High Needs Students	43.2	75	57.6	100	57.6	47.8
Science Performance Index	All Students	45.5	75	60.7	100	60.7	56.5
	High Needs Students	41.8	75	55.7	100	55.7	45.9
Chronic Absenteeism	All Students	12.3%	<=5%	35.5	50	71.0	10.6%
	High Needs Students	14.8%	<=5%	30.4	50	60.8	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		84.1%	94%	44.7	50	89.4	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		102.4% 21.4%	75%	14.3	50	28.5	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				514.8	800	64.3	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	70.5	55.8	14.7	17.3	
Math Performance Index Gap	57.9	43.2	14.7	19.6	
Science Performance Index Gap	.	41.8	.	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.2
	High Needs Students	99.0
Math	All Students	99.6
	High Needs Students	99.5
Science	All Students	100.0
	High Needs Students	100.0

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: N/A State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Interdistrict School for Arts and Comm District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Interdistrict School for Arts and Communication (ISAAC) strives to create inquisitive, collaborative and creative students who are prepared for college and careers in the 21st century. ISAAC continued its partnership in 2014-15 with EL Education (formally known as Expeditionary Learning.) EL Education is a network of schools and a comprehensive, school-wide improvement framework that promotes rigorous and engaging curriculum; active, inquiry-based instruction; and a school culture that emphasizes scholarly habits and good citizenship. EL School Designers continued to work closely with the ISAAC staff to provide professional development that help students achieve academic success measured in three dimensions: Mastery of Knowledge and Skills, Character, and High Quality Work. In 2014-15, ISAAC continued professional learning cycles linking student data to a professional learning system that includes individual coaching, collaborative learning teams (PLCs) and bi-weekly whole staff professional learning sessions. ISAAC continued to utilize a variety of data driven protocols to inform school-wide goals focused on writing across content areas and aimed at strengthening professional practice. ISAAC continued to provide student supports services that include programming for English Language Learners that includes both co-taught lessons and separate language labs. In addition, ISAAC provided focused, small group academic interventions for identified Tier 2 and Tier 3 students in Math and Literacy. Finally, ISAAC continued to provide co-taught classes in all core content areas for students with IEPs.

ISAAC is dedicated to fostering a sense of community for its students, parents and staff. One of ISAAC's greatest strengths is the diversity of the students who attend. ISAAC provides events that promote community such as the Welcome Back picnic, Back-to-School night and Multi-Cultural Potluck dinner. In addition, ISAAC provided a variety of family education evenings focused on topics such as: EL Education, Smarter Balanced Assessments, High School planning and Cyber-Bullying. In 2014-15, ISAAC initiated its first Student Led Conferences and Celebration of Learning- two core practices of the EL Education model designed to celebrate and promote student ownership of learning. The Student Led Conferences in March 2015 were attended by an unprecedented 98% of families. ISAAC provides translation support for parent meetings and all school communications. ISAAC parents have access to their student's grades via the website at any time. ISAAC uses Powerschool for data management. ISAAC teachers regularly meet with parents to discuss student progress and concerns during common team plans. School-wide information is communicated through weekly news blasts by email, voicemail and text, translated in both english and spanish. ISAAC's website and Facebook page also highlight school news and announcements about school activities and events. ISAAC's Student Support Team (SST,) which consists of the Dean of Student Life, School Counselor, social workers, nurses and teachers, assist families with resources for both physical and emotional needs. The SST collaborates with the School Based Health Clinic to provide in-school health services for students including physicals, dental cleanings, behavioral health and prescriptions. ISAAC also provides a high sc

Efforts to Reduce Racial, Ethnic and Economic Isolation

ISAAC was founded in 1997 by parents as a Connecticut charter school, with the goal to reduce racial and economic isolation in southeastern Connecticut for middle school students. The school opened with 45 students in 6th grade. Since that time, ISAAC has grown to 260 students in grade 6, 7 and 8 with students from as many as fifteen different communities. ISAAC students and families represent different races, ethnicities, economic status and come from urban, suburban and rural communities. ISAAC infuses multicultural education into the curriculum and emphasize student learning experiences in the greater community. ISAAC works with local galleries and art education programs and hosted multiple artists who presented and worked with our teachers on classroom projects. ISAAC's downtown location in the cultural center of New London provides rich artistic resources for students. In 2014-15, students experienced live theater and opera at the Garde Arts Center; performances by the Eastern Connecticut Symphony Orchestra; and Photojournalism workshops at the Hygienic Arts Center – all walking distance from our school.

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Equitable Allocation of Resources among District Schools

We are a one-school district.