STRATEGIC SCHOOL PROFILE 2008-09

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   **DISTRICT GRADE RANGE**
Enrollment on October 1, 2008   182   Grade Range   6- 8
5-Year Enrollment Change   49.2%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	**DRG**	**State**
Students Eligible for Free/Reduced-Price Meals	115	63.2	N/A	30.3
K-12 Students Who Are Not Fluent in English	9	4.9	N/A	5.2
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	19	10.4	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	1	0.5
Asian American	4	2.2
Black	44	24.2
Hispanic	65	35.7
White	68	37.4
Total Minority	114	62.6

Percent of Minority Professional Staff: 10.0%

Non-English Home Language: 28.6% 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 3.

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 60% in 2008.

In addition to being founded to reduce racial and economic isolation , ISAAC staff infuse multicultural education in its program. ISAAC staff accomplish 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 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.

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	56.7	68.9	13.5
Writing	47.5	62.2	13.5
Mathematics	36.7	68.8	6.1
Grade 7 Reading	50.9	74.9	7.6
Writing	35.1	62.9	7.6
Mathematics	29.1	66.0	3.2
Grade 8 Reading	48.3	68.4	11.6
Writing	40.0	66.5	8.4
Mathematics	23.7	64.5	2.6
Science	53.3	60.6	23.9

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.

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
	14.2	36.2	5.3

SAT® I: Reasoning Test Class of 2008		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 2008	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2008	N/A	N/A	N/A
2007-08 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	13.00
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	3.00
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	
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.01
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	5.20

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	7.4	N/A	13.6
% with Master's Degree or Above	87.5	N/A	76.1

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	16.0	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	992	N/A	1,016
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	2.3	N/A	2.6
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	$1,138	$6,288	$7,411	N/A	$7,522
Instructional Supplies and Equipment	$29	$162	$332	N/A	$271
Improvement of Instruction and Educational Media Services	$58	$323	$232	N/A	$446
Student Support Services	$49	$272	$796	N/A	$806
Administration and Support Services	$322	$1,782	$1,508	N/A	$1,369
Plant Operation and Maintenance	$196	$1,083	$1,249	N/A	$1,377
Transportation	$4	N/A	$610	N/A	$644
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	$11	$58	$87	N/A	$151
Total	$1,808	$9,991	$12,897	N/A	$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	$172	$951	$1,185	N/A	$1,759

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	78.3	2.3	19.4
Excluding School Construction	0.0	79.4	2.3	18.3

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 implementation of this academic program. The model is evolving to include 21st Century Technology literacy skills as methods for students to research and present their learning to a wide viewing audience over our intranet.
* 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. New teachers received two full days of training in the fall of 2008. Responsive Classroom connects perfectly with experiential learning, supports our social curriculum and our mission.
* ISAAC continues to have many community partners and our new location in downtown New London conveniently supports this. Our students regularly go on walking field trips to learn from the 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 the parents and families of our students. They provide valuable volunteer time, financial support for our educational program and student activities and many parents contribute their expertise to our students' learning as well.

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 2007-08 with a Standard Diploma	N/A	N/A
2007-08 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	52.0	65.7
	Writing	9.5	19.5	41.0	64.1
	Mathematics	N/A	N/A	29.9	65.7
	Science	N/A	N/A	53.3	59.4
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	7.7
	% With Accommodations	92.3
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" in the CMT math and reading tests this year for two sub groups. All teachers were trained in Effective Teaching Strategies (ETS), Data Teams and CReating Independence through Student Strategies (CRISS). Our Professional Development Plan for next year will continue to implement Data Team school-wide and provide more training through CALI in Unwrapping and Making Standards Work and revisiting CRISS and ETS in order to ensure the continuing use of research-based teaching strategies. Our math and language arts curricula are aligned with state standards and CMT strands. Professional development will be offered to support our teachers in differentiating instruction

In special education, 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 Education teacher. 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 will 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 hiring of new teachers and discussion on program improvement and literacy. The parents organized our school library and fund raised for book shelves and books. They organized and ran our two school book fairs. 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