

STRATEGIC SCHOOL PROFILE 2011-12**Interdistrict School for Arts and Communication District**

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Location: 3 Garvin Street
New London,
Connecticut

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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, 2011 191
 5-Year Enrollment Change 5.5%

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	135	70.7	N/A	35.2
K-12 Students Who Are Not Fluent in English	20	10.5	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	32	16.8	N/A	11.5
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	4	2.1
Asian American	1	0.5
Black	52	27.2
Hispanic	83	43.5
Pacific Islander	0	0.0
White	51	26.7
Two or more races	0	0.0
Total Minority	140	73.3

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

18.3% 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.

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 that fall with 45 students in 6th grade. Since that time, ISAAC has grown to 191 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 70% in 2011. In addition to being founded to reduce racial and economic isolation, ISAAC staff infuses multicultural education in its program through our unique curriculum and experiences in the greater community. Teacher representatives 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. We work with area art centers and invite global artists to our school to give presentations and to work with our teachers on classroom projects. We have hosted artists from South America, Cuba, Africa, Jamaica and many other countries. This year as an effort to reach out to our non-English speaking parents, we conducted two informational sessions in Spanish to provide information on school and community resources to our families. Furthermore, ISAAC provides time during each day for "Crew" to teach students about differences through our social curriculum called Responsive Classroom. Each spring we hold a school wide Multicultural Dinner each spring which is a celebration of cultural diversity with food, music and activities.

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	42.4	74.1	3.0	
Writing	25.8	67.4	1.8	
Mathematics	36.7	69.3	4.8	
Grade 7 Reading	56.5	79.8	4.4	
Writing	46.8	65.6	9.3	
Mathematics	31.1	68.1	1.9	
Grade 8 Reading	62.1	76.8	10.7	
Writing	47.5	68.3	10.0	
Mathematics	35.1	67.2	6.9	
Science	49.2	61.9	17.5	

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
	28.2	50.6	8.4

SAT® I: Reasoning Test Class of 2011		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 2011	N/A	N/A	N/A
2010-11 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	13.52
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	5.00
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	7.0	N/A	13.9
% with Master's Degree or Above	78.9	N/A	79.6

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	15.0	N/A	20.3
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	1,024
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	2.2
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$1,472	\$8,088	\$8,513	N/A	\$8,469
Instructional Supplies and Equipment	\$34	\$189	\$323	N/A	\$271
Improvement of Instruction and Educational Media Services	\$9	\$49	\$407	N/A	\$482
Student Support Services	\$59	\$327	\$919	N/A	\$901
Administration and Support Services	\$379	\$2,085	\$1,700	N/A	\$1,490
Plant Operation and Maintenance	\$236	\$1,299	\$1,281	N/A	\$1,463
Transportation	\$7	N/A	\$678	N/A	\$724
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$102	N/A	\$165
Total	\$2,198	\$12,075	\$14,710	N/A	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$70	\$382	\$1,866	N/A	\$1,331

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	72.9	3.2	23.9
Excluding School Construction	0.0	75.2	3.3	21.5

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.

Not applicable. ISAAC is a single, independent charter school.

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 2010-11 with a Standard Diploma	N/A	N/A
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	28.0	36.0	53.6	70.4
	Writing	25.0	21.5	39.9	66.3
	Mathematics	17.4	31.8	34.3	68.4
	Science	30.0	23.0	49.2	62.9
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		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.

As an effort to support students in the areas of Math, Reading and Writing, we created Math and Literacy Academies this year. These Academy classes utilize both teacher instruction as well as computer-based programs that assist our students in improving skills in mathematics and reading. In the area of special education, we follow the inclusion model for all special education students and have begun efforts in implementing co-teaching in core subject areas. We have increased the number of special education support staff working in our co-taught classes due to an increase in enrollment of students with special needs. Some students also have Resource periods during the day to provide additional support to work on specific IEP goals. Throughout the year, professional development activities involved a large number of staff in “Effective Teaching Strategies” and “Differentiated Instruction” for the regular education classroom. The intent of this training is to help teachers in meeting the varied needs of all students in their classrooms. We are engaged in a school improvement process that will frame our improvement efforts for the next several years. Utilizing Blue Ribbon Improvement Committees, I-BRIC’s, consisting of teachers, parents, staff members, community members, board members, and administrators, focus areas of improvement were targeted. Three initial key areas included school management and organization, school climate, and school mission and purpose. These teams completed a needs assessment and strategic planning to identify and meet those needs. As an outcome of the Mission and Purpose I-BRIC, ISAAC has returned to the Expeditionary Learning comprehensive school model for improvement and will be working with EL school designers to implement instructional coaching and school-wide targets that will improve student achievement and school culture and climate. This year we created an attendance intervention program that included progressive notification to parents, counseling for students, parent meetings and a parent/student/school contract to guide families to improve their child’s attendance rate. This effort resulted in increased attendance with the few students with frequent absences.
