

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

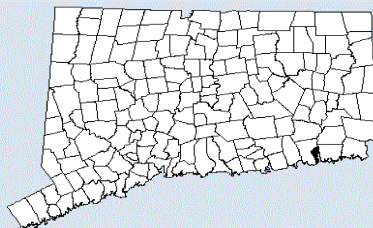


Interdistrict School for Arts and Comm District

860-447-1003 • <http://www.isaacschool.org>

District Information

Grade Range	6-8
Number of Schools/Programs	1
Enrollment	278
Per Pupil Expenditures ¹	\$12,326
Total Expenditures ¹	\$3,340,459

¹Expenditure data reflect the 2017-18 school year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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.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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	145	52.2	48.4
Male	133	47.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	49	17.6	12.8
Hispanic or Latino of any race	160	57.6	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	3.6
White	54	19.4	52.4
English Learners	29	10.4	7.6
Eligible for Free or Reduced-Price Meals	187	67.3	42.1
Students with Disabilities ³	38	13.7	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	16	12.1	15	9.9
Male	10	8.1	26	19.5
Black or African American	*	*	9	18.4
Hispanic or Latino of any race	15	9.9	21	13.0
White	7	14.6	8	14.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	26	14.5	34	17.3
Students with Disabilities	*	*	11	27.5
District	26	10.2	41	14.4
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 48

Number of school-based arrests: 0

⁴A student is chronically absent if they miss 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2018-19

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	3.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	2.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	11.2

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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	24	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.9	10.0

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		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,732,195	\$6,392	\$10,545
Support services - students	\$132,991	\$491	\$1,373
Support services - instruction	\$327,789	\$1,210	\$644
Support services - general administration	.	.	\$462
Support services - school based administration	\$230,226	\$850	\$1,007
Central and other support services	\$633,886	\$2,339	\$671
Operation and maintenance of plant	\$278,571	\$1,028	\$1,629
Student transportation services	\$4,800	\$18	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$3,340,459	\$12,326	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$275,668	54.9	29.7
Instructional Aide Salaries	\$17,911	3.6	9.6
Other Salaries	\$122,720	24.4	10.4
Employee Benefits	\$68,078	13.6	13.0
Purchased Services Other Than Transportation	\$5,189	1.0	5.5
Special Education Tuition	.	.	22.6
Supplies	\$7,395	1.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	\$5,000	1.0	0.2
All Other Expenditures	\$40	0.0	0.1
Total	\$502,001	100.0	100.0
Percent of Total Expenditures Used for Special Education		15.0	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	0.2
State	78.9
Federal	5.5
Tuition & Other	15.3

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2018-19

Interdistrict School for Arts and Comm District

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	*	*	*	*	0	N/A
Asian	*	*	*	*	*	*
Black or African American	44	55.2	44	44.3	15	*
Hispanic or Latino of any race	148	54.3	148	44.3	48	49.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	47	67.9	47	55.4	14	*
English Learners	57	47.9	57	42.0	14	*
Non-English Learners	194	60.1	194	48.2	66	55.2
Eligible for Free or Reduced-Price Meals	174	55.2	174	44.8	55	50.1
Not Eligible for Free or Reduced-Price Meals	77	62.0	77	51.3	25	56.9
Students with Disabilities	33	43.7	33	36.6	10	*
Students without Disabilities	218	59.4	218	48.3	70	53.4
High Needs	190	54.6	190	44.5	60	49.2
Non-High Needs	61	65.7	61	53.8	20	61.1
District	251	57.3	251	46.8	80	52.2

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	79.3	82.1	N/A	176	80.7
Curl Up	N/A	65.2	78.6	N/A	176	71.6
Push Up	N/A	67.4	76.2	N/A	176	71.6
Mile Run/PACER	N/A	40.2	32.1	N/A	176	36.4
All Tests - District	N/A	35.9	23.8	N/A	176	30.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

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

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	57.3	75	38.2	50	76.4	67.7
	High Needs Students	54.6	75	36.4	50	72.8	58.1
Math Performance Index	All Students	46.8	75	31.2	50	62.4	63.1
	High Needs Students	44.5	75	29.7	50	59.4	52.7
Science Performance Index	All Students	52.2	75	34.8	50	69.6	63.8
	High Needs Students	49.2	75	32.8	50	65.7	54.2
ELA Academic Growth	All Students	50.4%	100%	50.4	100	50.4	59.9%
	High Needs Students	50.6%	100%	50.6	100	50.6	55.1%
Math Academic Growth	All Students	43.6%	100%	43.6	100	43.6	62.5%
	High Needs Students	47.2%	100%	47.2	100	47.2	55.2%
Progress Toward English Proficiency	Literacy	58.0%	100%	29.0	50	58.0	60.0%
	Oral	67.5%	100%	33.7	50	67.5	52.1%
Chronic Absenteeism	All Students	10.2%	<=5%	39.7	50	79.4	10.4%
	High Needs Students	13.5%	<=5%	32.9	50	65.8	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		93.2%	94%	49.6	50	99.2	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		102.3% 30.1%	75%	20.1	50	40.2	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				600.0	1000	60.0	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	65.7	54.6	11.1	15.4	
Math Performance Index Gap	53.8	44.5	9.2	17.6	
Science Performance Index Gap	61.1	49.2	11.9	16.1	
Graduation Rate Gap	

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

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.6
	High Needs Students	99.5
Math	All Students	99.6
	High Needs Students	99.5
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

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

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: 51.5

District Profile and Performance Report for School Year 2018-19

Interdistrict School for Arts and Comm District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Interdistrict School for Arts and Communication (ISAAC) has a mission to inspire our students through the arts, communication, and exploration in a collaborative, multicultural community to be courageous citizens who are difference makers.

As an EL Education school, ISAAC provides rigorous and engaging curriculum; active, inquiry-based instruction; and a school culture that emphasizes scholarly habits and good citizenship. Each year ISAAC educators develop a strategic work plan that supports each of our students to achieve academic success measured in three dimensions: Mastery of Knowledge and Skills, Strong Character and High Quality Work. Professional learning cycles are linked to student data and through individual coaching, collaborative learning teams (PLCs) and bi-weekly whole staff professional learning sessions. We work as a crew to build a coherent culture of learning defined by a growth mindset.

In 2018-2019, we continued our efforts to use data to inform our instruction. A school-wide data team implemented data protocols, which strengthened reading, math and writing instruction across content areas. ISAAC also provided sheltered instruction and specialized programming for our English Language Learners. In addition, ISAAC utilized focused, small group academic instruction for students who were identified in need of intervention in Math and Literacy. ISAAC has co-taught special education classes in language arts and math for students with IEPs.

ISAAC is dedicated to fostering a sense of community for its students, parents and staff. The diversity of ISAAC students is the heart of the school. In 2018-2019, ISAAC hosted many annual events that promote community such as the Welcome Back Celebration, a Multicultural Dinner and Show, and a Celebration of Learning, including our second annual Spring Block Party that showcased student work and performances. Student Led Conferences (SLCs) and Eighth Grade Passage Portfolios celebrated student ownership of learning and were attended by over 85% of families. ISAAC parents had access to their student's grades via PowerSchool and teachers regularly met with parents to discuss student progress and concerns. School-wide information, school news, school activities and events were communicated weekly through news blasts by email, voicemail and text, and through our website and Facebook page. We have a Family Support Liaison, who communicates with guardians regularly and leads the ISAAC Parent Action Team (IPAT) Meetings once a month. Parents supported ISAAC in many ways this year. They volunteered at events, chaperoned trips and ran after school clubs.

ISAAC supports the success of all students. The Student Support Team (SST) assisted families with resources for the physical and emotional needs of students throughout the year. ISAAC partnered with Community Health Services who provide in-school health services for students through a school-based health center. In addition, ISAAC has a high school planning program for eighth graders that included personalized planning meetings, high school presentations and a high school fair to support students and families with many the choices available in southeastern Connecticut.

Efforts to Reduce Racial, Ethnic and Economic Isolation

.ISAAC was founded in 1997 by parents and community members as an independent public charter school. The ISAAC Founders had a vision to reduce racial and economic isolation for middle school students in southeastern Connecticut. Twenty-one years later, ISAAC now educates 276 students in grade 6, 7 and 8 and continues to serve this vision. ISAAC students come from urban, suburban and rural communities in the region and they represent the different races, ethnicities, and socio-economic economic levels of this region. ISAAC's mission remains the same: to use high quality, rigorous curriculum that focuses on character development to create courageous citizens who are difference makers.

ISAAC hosted three family information nights in 2018-2019 as part of our strategy to recruit new students. Over 300 people attended these events, which included a video, presentations from teachers, parents, and students and school tours. In addition to these recruitment events at school, ISAAC also participated in school choice fairs throughout the region. ISAAC's Jazz Band, Swing Choir and Acapella groups also performed in several community events including the Tanger Outlets at Foxwoods. ISAAC's Percussion Ensemble also performed for a fourth year in a row at the New London St. Patrick's Day Parade. As part of our efforts to be of service to the community, ISAAC's jazz band performed for senior citizens at the Mystic Academy Senior Home.

ISAAC's downtown location in the cultural center of New London provides rich artistic resources for students. Students experienced live theater and opera at the Garde Arts Center; performances by the Eastern Connecticut Symphony Orchestra and the Coast Guard Academy; and original programming with The Writers Block - all walking distance from our school.

District Profile and Performance Report for School Year 2018-19

Interdistrict School for Arts and Comm District

Equitable Allocation of Resources among District Schools

.We are an independent, inter-district charter school. We are not part of a district.