

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

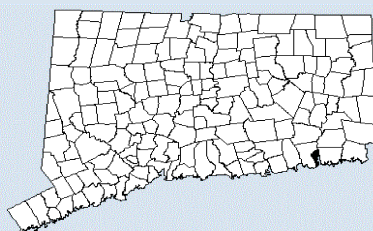


## Interdistrict School for Arts and Comm District

860-447-1003

### District Information

Grade Range	6-8
Number of Schools/Programs	1
Enrollment	271
Per Pupil Expenditures <sup>1</sup>	\$13,032
Total Expenditures <sup>1</sup>	\$3,414,400

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	136	50.2	48.3
Male	135	49.8	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.9
Black or African American	46	17.0	12.8
Hispanic or Latino	130	48.0	23.0
Pacific Islander	*	*	0.0
Two or More Races	28	10.3	2.7
White	60	22.1	55.9
English Learners	28	10.3	6.4
Eligible for Free or Reduced-Price Meals	160	59.0	38.0
Students with Disabilities <sup>1</sup>	44	16.2	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	8	6.2	7	5.4
Male	11	8.3	26	19.4
Black or African American	*	*	9	19.1
Hispanic or Latino	13	10.5	17	13.7
White	*	*	*	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	16	8.6	26	13.9
Students with Disabilities	*	*	13	26.5
District	19	7.3	33	12.5
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 31

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>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 2015-16

## Interdistrict School for Arts and Comm District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	18.8
Paraprofessional Instructional Assistants	0.6
<b>Special Education</b>	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	5.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	9.7

<sup>1</sup>In 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	2	6.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	28	93.3	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	9.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	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		68.8

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Interdistrict School for Arts and Comm District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,854,176	7,077	9,387
Instructional Supplies and Equipment	57,470	219	318
Improvement of Instruction and Educational Media Services	259,046	989	541
Student Support Services	160,589	613	1,048
Administration and Support Services	665,322	2,539	1,790
Plant Operation and Maintenance	408,001	1,557	1,608
Transportation	9,796	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	0	0	194
<b>Total</b>	<b>3,414,400</b>	<b>13,032</b>	<b>15,762</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	1,000,333	3,818	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
<b>Total Expenditures</b>	<b>0</b>	<b>0.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup> 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	69.4	77.6
Federal	1.8	2.3
Tuition & Other	28.8	20.1

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## 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	*	*	*	*	*	*
Asian	*	*	*	*	0	N/A
Black or African American	46	57.5	46	42.5	7	*
Hispanic or Latino	124	52.5	123	39.4	46	42.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	28	56.2	28	45.0	10	*
White	54	68.6	54	56.4	21	60.2
English Learners	45	42.5	44	30.9	15	*
Non-English Learners	213	60.6	213	47.1	71	51.6
Eligible for Free or Reduced-Price Meals	181	54.7	180	41.0	56	45.3
Not Eligible for Free or Reduced-Price Meals	77	63.9	77	52.2	30	54.9
Students with Disabilities	49	46.3	48	31.3	21	39.7
Students without Disabilities	209	60.1	209	47.4	65	51.5
High Needs	198	54.3	197	40.6	61	45.2
Non-High Needs	60	67.7	60	56.7	25	57.0
District	258	57.4	257	44.4	86	48.6

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

<sup>1</sup>NAEP 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 Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	76.9	78.4	N/A	179	77.7
Curl Up	N/A	84.6	71.6	N/A	179	78.2
Push Up	N/A	75.8	83.0	N/A	179	79.3
Mile Run/PACER	N/A	56.0	53.4	N/A	179	54.7
All Tests - District	N/A	41.8	35.2	N/A	179	38.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Interdistrict School for Arts and Comm District

### Next Generation Accountability Results

These statistics are the 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	57.4	75	38.3	50	76.6	67.7
	High Needs Students	54.3	75	36.2	50	72.5	56.7
Math Performance Index	All Students	44.4	75	29.6	50	59.1	61.4
	High Needs Students	40.6	75	27.1	50	54.1	49.9
Science Performance Index	All Students	48.6	75	32.4	50	64.8	57.5
	High Needs Students	45.2	75	30.1	50	60.3	47.0
ELA Academic Growth	All Students	47.5%	100%	47.5	100	47.5	63.8%
	High Needs Students	46.2%	100%	46.2	100	46.2	58.3%
Math Academic Growth	All Students	33.0%	100%	33.0	100	33.0	65.0%
	High Needs Students	31.0%	100%	31.0	100	31.0	57.4%
Chronic Absenteeism	All Students	7.3%	<=5%	45.4	50	90.9	9.6%
	High Needs Students	8.6%	<=5%	42.7	50	85.5	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		82.4%	94%	43.8	50	87.7	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		101.7%   38.5%	75%	25.7	50	51.4	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>509.1</b>	<b>900</b>	<b>56.6</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	67.7	54.3	13.3	16.5	
Math Performance Index Gap	56.7	40.6	16.1	18.9	
Science Performance Index Gap	57.0	45.2	11.8	17.2	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>If 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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.9
	High Needs Students	98.5
Math	All Students	98.5
	High Needs Students	98.0
Science	All Students	98.9
	High Needs Students	98.4

<sup>3</sup>Minimum participation standard is 95%.

### 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: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2015-16

## Interdistrict School for Arts and Comm District

### Narratives

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#### **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 with EL Education in 2015-16. 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 provided professional development that helps students achieve academic success measured in three dimensions: Mastery of Knowledge and Skills, Character and High Quality Work. ISAAC linked professional learning cycles to student data and developed a professional learning system that included individual coaching, collaborative learning teams (PLCs) and bi-weekly whole staff professional learning sessions. ISAAC utilized a variety of data driven protocols to inform school-wide goals focused on writing across content areas and aimed at strengthening professional practice. ISAAC provided student support services and programming for English Language Learners that includes co-taught lessons and separate language labs. ISAAC utilized focused, small group academic interventions for identified Tier 2 and Tier 3 students in Math and Literacy. ISAAC practiced co-teaching 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 our greatest strengths is the diversity of our students. We provided events that promoted community such as the Welcome Back Celebration, Back-to-School Night and Multicultural Potluck Dinner and a variety of family education evenings focused on topics, such as EL Education, Smarter Balanced Assessments, High School planning and Cyber-Bullying. We continued to implement Student Led Conferences (SLCs) and Celebration of Learning—two core practices of the EL Education model designed to celebrate and promote student ownership of learning. SLCs were held at the end of each trimester and were attended by over 95% of families. Translation support was provided. Parents have access to their student's grades via PowerSchool at any time. Teachers regularly meet with parents to discuss student progress and concerns. School-wide information, school news, school activities and events are communicated through weekly news blasts by email, voicemail and text, in English and Spanish, and through our website and Facebook page. The Student Support Team (SST) led by the Head of Student Life consists of a School Counselor, social workers, nurses and teachers. This team assists families with resources for both physical and emotional needs. The SST collaborates with the School Based Health Center to provide in-school health services for students. We provide a high school planning program to support students and families with all the choices available in southeastern Connecticut. Our staff provides personalized planning meetings, high school presentations and a high school fair. Parents are encouraged to support ISAAC through volunteerism, fundraising, and advocacy. Parents got involved in a variety of ways in the events, activities and programs held at the school, and also by being guest speakers in classrooms.

#### **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 270 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 emphasizes 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.

# District Profile and Performance Report for School Year 2015-16

## Interdistrict School for Arts and Comm District

### **Equitable Allocation of Resources among District Schools**

We are an independent, inter-district charter school.