

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

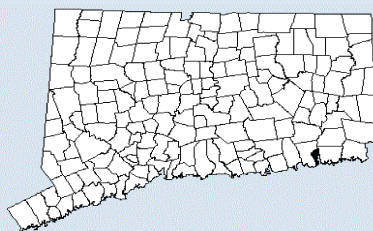


Interdistrict School for Arts and Comm District

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

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | 6-8 |
| Number of Schools/Programs | 1 |
| Enrollment | 271 |
| Per Pupil Expenditures ¹ | \$13,490 |
| Total Expenditures ¹ | \$3,642,265 |

¹Expenditure data reflect the 2016-17 year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | 146 | 53.9 | 48.4 |
| Male | 125 | 46.1 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | * | * | 5.1 |
| Black or African American | 59 | 21.8 | 12.8 |
| Hispanic or Latino | 142 | 52.4 | 24.8 |
| Pacific Islander | * | * | 0.1 |
| Two or More Races | 8 | 3.0 | 3.3 |
| White | 51 | 18.8 | 53.6 |
| English Learners | 20 | 7.4 | 7.2 |
| Eligible for Free or Reduced-Price Meals | 193 | 71.2 | 36.7 |
| Students with Disabilities ¹ | 39 | 14.4 | 14.8 |

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 | 26 | 19.1 | 28 | 20.3 |
| Male | 22 | 18.2 | 26 | 21.3 |
| Black or African American | 10 | 17.2 | 13 | 21.7 |
| Hispanic or Latino | 28 | 20.9 | 34 | 25.2 |
| White | 7 | 14.9 | * | * |
| English Learners | * | * | 7 | 35.0 |
| Eligible for Free or Reduced-Price Meals | 41 | 22.2 | 49 | 25.5 |
| Students with Disabilities | * | * | 9 | 21.4 |
| District | 48 | 18.7 | 54 | 20.8 |
| State | | 10.7 | | 6.8 |

Number of students in 2016-17 qualified as truant under state statute: 20

Number of school-based arrests: Fewer than 6

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 | 18.5 |
| Paraprofessional Instructional Assistants | 2.0 |
| Special Education | |
| Teachers and Instructors | 3.0 |
| Paraprofessional Instructional Assistants | 0.0 |
| 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 | 1.5 |
| School Nurses | 1.0 |
| Other Staff Providing Non-Instructional Services/Support | 9.3 |

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 | 3.7 |
| Hispanic or Latino | 0 | 0.0 | 3.7 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 25 | 100.0 | 91.0 |

Classroom Teacher Attendance: 2016-17

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 10.5 | 10.5 |

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 | | 68.6 |

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 0 | 0.0 | 1.8 |
| Emotional Disturbance | 0 | 0.0 | 1.1 |
| Intellectual Disability | 0 | 0.0 | 0.5 |
| Learning Disability | 0 | 0.0 | 5.2 |
| Other Health Impairment | 0 | 0.0 | 3.1 |
| Other Disabilities | 0 | 0.0 | 1.1 |
| Speech/Language Impairment | 0 | 0.0 | 1.8 |
| All Disabilities | 0 | 0.0 | 14.5 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 0 | 0.0 | 8.3 |
| Private Schools or Other Settings | 0 | 0.0 | 5.2 |

²Grades K-12

Overall Expenditures:³ 2016-17

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 1,948,507 | 7,217 | 9,847 |
| Instructional Supplies and Equipment | 51,955 | 192 | 287 |
| Improvement of Instruction and Educational Media Services | 452,357 | 1,675 | 589 |
| Student Support Services | 174,137 | 645 | 1,120 |
| Administration and Support Services | 682,298 | 2,527 | 1,905 |
| Plant Operation and Maintenance | 323,051 | 1,196 | 1,648 |
| Transportation | 9,960 | . | 904 |
| Costs of Students Tuitioned Out | . | N/A | N/A |
| Other | 0 | 0 | 208 |
| Total | 3,642,265 | 13,490 | 16,535 |

Additional Expenditures

| | | | |
|-----------------------------------|--------|-----|-------|
| Land, Buildings, and Debt Service | 83,044 | 308 | 1,393 |
|-----------------------------------|--------|-----|-------|

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

Special Education Expenditures: 2016-17

| | District | | State |
|----------------------------|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 0 | 0.0 | 33.8 |
| Noncertified Personnel | 0 | 0.0 | 14.5 |
| Purchased Services | 0 | 0.0 | 5.5 |
| Tuition to Other Schools | 0 | 0.0 | 23.4 |
| Special Ed. Transportation | 0 | 0.0 | 8.7 |
| Other Expenditures | 0 | 0.0 | 14.1 |
| Total Expenditures | 0 | 0.0 | 100.0 |

Expenditures by Revenue Source:⁴ 2016-17

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 0.0 | 0.0 |
| State | 83.5 | 85.4 |
| Federal | 3.0 | 3.1 |
| Tuition & Other | 13.5 | 11.5 |

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).

District Profile and Performance Report for School Year 2017-18

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| | English Language Arts(ELA) | | Math | |
|--|----------------------------|------|-------|------|
| | Count | DPI | Count | DPI |
| American Indian or Alaska Native | * | * | * | * |
| Asian | * | * | * | * |
| Black or African American | 56 | 51.2 | 56 | 42.4 |
| Hispanic or Latino | 133 | 53.0 | 133 | 42.7 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * |
| Two or More Races | 8 | * | 8 | * |
| White | 48 | 70.1 | 48 | 54.3 |
| English Learners | 47 | 45.3 | 47 | 35.8 |
| Non-English Learners | 208 | 59.0 | 208 | 47.3 |
| Eligible for Free or Reduced-Price Meals | 179 | 52.9 | 179 | 41.8 |
| Not Eligible for Free or Reduced-Price Meals | 76 | 64.9 | 76 | 53.2 |
| Students with Disabilities | 41 | 41.1 | 41 | 30.4 |
| Students without Disabilities | 214 | 59.4 | 214 | 48.0 |
| High Needs | 196 | 52.7 | 196 | 41.6 |
| Non-High Needs | 59 | 68.8 | 59 | 57.1 |
| District | 255 | 56.4 | 255 | 45.2 |

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

| | NAEP 2017 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 44% | 50% |
| National Public | 35% | 35% | 36% |
| MATH | | | |
| Connecticut | 40% | 36% | 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 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 | HS | Count | Rate (%) |
| Sit & Reach | N/A | 91.9 | 73.3 | N/A | 172 | 82.6 |
| Curl Up | N/A | 88.4 | 76.7 | N/A | 172 | 82.6 |
| Push Up | N/A | 67.4 | 60.5 | N/A | 172 | 64.0 |
| Mile Run/PACER | N/A | 66.3 | 47.7 | N/A | 172 | 57.0 |
| All Tests - District | N/A | 44.2 | 32.6 | N/A | 172 | 38.4 |
| All Tests - State | 53.2 | 51.4 | 50.5 | 45.6 | | 50.1 |

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

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| Indicator | | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average Index/Rate |
|---|---------------------|----------------|--------|---------------|------------|-----------------|--------------------------|
| ELA Performance Index | All Students | 56.4 | 75 | 37.6 | 50 | 75.3 | 67.6 |
| | High Needs Students | 52.7 | 75 | 35.1 | 50 | 70.3 | 57.5 |
| Math Performance Index | All Students | 45.2 | 75 | 30.1 | 50 | 60.3 | 62.7 |
| | High Needs Students | 41.6 | 75 | 27.7 | 50 | 55.5 | 52.0 |
| ELA Academic Growth | All Students | 42.9% | 100% | 42.9 | 100 | 42.9 | 60.7% |
| | High Needs Students | 41.2% | 100% | 41.2 | 100 | 41.2 | 55.6% |
| Math Academic Growth | All Students | 38.5% | 100% | 38.5 | 100 | 38.5 | 61.9% |
| | High Needs Students | 35.6% | 100% | 35.6 | 100 | 35.6 | 55.4% |
| Chronic Absenteeism | All Students | 18.7% | <=5% | 22.6 | 50 | 45.3 | 10.7% |
| | High Needs Students | 21.1% | <=5% | 17.8 | 50 | 35.6 | 16.6% |
| Preparation for CCR | % Taking Courses | N/A | 75% | 0.0 | 0 | 0.0 | 74.8% |
| | % Passing Exams | N/A | 75% | 0.0 | 0 | 0.0 | 44.8% |
| On-track to High School Graduation | | 96.2% | 94% | 50.0 | 50 | 100.0 | 87.5% |
| 4-year Graduation All Students (2017 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 87.9% |
| 6-year Graduation - High Needs Students (2015 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 81.8% |
| Postsecondary Entrance (Class of 2017) | | N/A | 75% | 0.0 | 0 | 0.0 | 70.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 101.2% 38.4% | 75% | 25.6 | 50 | 51.2 | 96.6% 50.1% |
| Arts Access | | N/A | 60% | 0.0 | 0 | 0.0 | 51.2% |
| Accountability Index | | | | 404.8 | 800 | 50.6 | |

| 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? | | | | | Y |
| ELA Performance Index Gap | 68.8 | 52.7 | 16.1 | 15.9 | |
| Math Performance Index Gap | 57.1 | 41.6 | 15.5 | 18.2 | |
| Science Performance Index Gap | . | N/A | . | . | |
| 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.

| Subject/Subgroup | | Participation Rate (%) ³ |
|------------------|---------------------|-------------------------------------|
| ELA | All Students | 100.0 |
| | High Needs Students | 100.0 |
| Math | All Students | 100.0 |
| | High Needs Students | 100.0 |
| Science | All Students | 98.8 |
| | High Needs Students | 100.0 |

³Minimum 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: 51.5

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 2017-18

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 2017-2018, 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 2017-2018, ISAAC hosted many annual events that promote community such as the Welcome Back Celebration, a Multicultural Dinner and Show, and two Celebrations 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 95% 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 bilingual (English and Spanish) news blasts by email, voicemail and text, and through our website and Facebook page. As evidence of our commitment to diversity, 94% of ISAAC parents surveyed in Spring 2018 agreed that ISAAC celebrates differences. Parents supported ISAAC in many ways this year. They volunteered at events, chaperoned trips, ran after school clubs and served as guest experts in classrooms.

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 years later, ISAAC now educates 270 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 four family information nights in 2017-2018 as part of our strategy to recruit new students. Over 300 people attended these events, which included student performances, 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 New London Food Stroll, the Tanger Outlets at Foxwoods and the Crystal Mall in Waterford. ISAAC's Percussion Ensemble also performed for a third 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 infuses multicultural education into the curriculum and emphasizes authentic learning experiences out in the community. One exemplar is ISAAC's sixth grade team project, "Community Faces: Humanizing the Immigrant Label." This project was recognized locally and nationally for the depth and quality of the student research and the innovative and professional communication of their learning.

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. .

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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.