

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

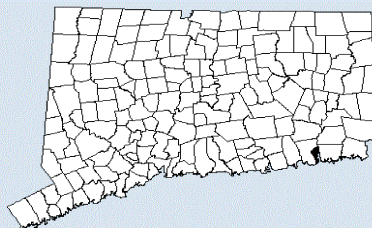


Interdistrict School for Arts and Comm District

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

District Information

Grade Range	6-8
Number of Schools/Programs	1
Enrollment	270
Per Pupil Expenditures ¹	\$13,531
Total Expenditures ¹	\$3,666,953

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	140	51.9	48.4
Male	130	48.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	63	23.3	12.9
Hispanic or Latino	129	47.8	24.0
Pacific Islander	*	*	0.1
Two or More Races	17	6.3	2.9
White	51	18.9	54.8
English Learners	22	8.1	6.8
Eligible for Free or Reduced-Price Meals	195	72.2	35.9
Students with Disabilities ¹	36	13.3	14.3

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	10	7.4	16	11.8
Male	10	8.0	25	19.7
Black or African American	*	*	8	14.0
Hispanic or Latino	13	9.9	26	20.3
White	*	*	*	*
English Learners	*	*	6	26.1
Eligible for Free or Reduced-Price Meals	18	9.6	35	18.1
Students with Disabilities	*	*	*	*
District	20	7.7	41	15.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 19

Number of school-based arrests: 0

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.

District Profile and Performance Report for School Year 2016-17

Interdistrict School for Arts and Comm District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	2.2
Special Education	
Teachers and Instructors	5.0
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	1.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	9.4

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	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	31	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	9.6

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		68.2

³Ages 6-21

District Profile and Performance Report for School Year 2016-17

Interdistrict School for Arts and Comm District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,069,452	7,636	9,663
Instructional Supplies and Equipment	67,662	250	321
Improvement of Instruction and Educational Media Services	356,244	1,315	578
Student Support Services	172,746	637	1,103
Administration and Support Services	673,104	2,484	1,861
Plant Operation and Maintenance	319,933	1,181	1,637
Transportation	7,812	.	877
Costs of Students Tuitioned Out	.	N/A	N/A
Other	0	0	201
Total	3,666,953	13,531	16,236

Additional Expenditures

Land, Buildings, and Debt Service	66,028	244	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	34.6
Noncertified Personnel	0	0.0	14.6
Purchased Services	0	0.0	5.8
Tuition to Other Schools	0	0.0	21.8
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.7
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	78.3	79.7
Federal	2.5	2.5
Tuition & Other	19.2	17.8

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 2016-17

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	61	55.5	61	45.9	19	*
Hispanic or Latino	128	53.2	128	42.7	46	40.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	15	*	15	*	8	*
White	48	68.9	48	56.5	13	*
English Learners	49	44.8	49	38.1	18	*
Non-English Learners	210	60.3	210	48.4	71	46.5
Eligible for Free or Reduced-Price Meals	187	55.4	187	45.0	67	43.0
Not Eligible for Free or Reduced-Price Meals	72	62.5	72	50.2	22	49.1
Students with Disabilities	34	48.1	34	35.6	*	*
Students without Disabilities	225	58.8	225	48.1	84	44.9
High Needs	202	55.5	202	44.6	69	42.8
Non-High Needs	57	64.0	57	52.7	20	50.5
District	259	57.4	259	46.4	89	44.5

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	N/A	78.2	82.0	N/A	176	80.1
Curl Up	N/A	82.8	74.2	N/A	176	78.4
Push Up	N/A	64.4	76.4	N/A	176	70.5
Mile Run/PACER	N/A	49.4	31.5	N/A	176	40.3
All Tests - District	N/A	32.2	24.7	N/A	176	28.4
All Tests - State	52.8	51.4	51.4	50.6		51.6

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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Interdistrict School for Arts and Comm District

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	57.4	75	38.3	50	76.5	67.1
	High Needs Students	55.5	75	37.0	50	74.0	55.9
Math Performance Index	All Students	46.4	75	30.9	50	61.9	62.2
	High Needs Students	44.6	75	29.8	50	59.5	50.5
Science Performance	All Students	44.5	75	29.7	50	59.3	55.3
	High Needs Students	42.8	75	28.5	50	57.0	45.2
ELA Academic Growth	All Students	43.8%	100%	43.8	100	43.8	55.4%
	High Needs Students	45.0%	100%	45.0	100	45.0	49.8%
Math Academic Growth	All Students	45.0%	100%	45.0	100	45.0	61.7%
	High Needs Students	45.6%	100%	45.6	100	45.6	53.7%
Chronic Absenteeism	All Students	7.7%	<=5%	44.6	50	89.2	9.9%
	High Needs Students	8.9%	<=5%	42.2	50	84.4	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		87.8%	94%	46.7	50	93.4	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		100.0% 28.4%	75%	18.9	50	37.9	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				526.0	900	58.4	

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	64.0	55.5	8.5	16.7	
Math Performance Index Gap	52.7	44.6	8.1	18.7	
Science Performance Index Gap	50.5	42.8	7.7	16.6	
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	100.0
	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: 50.2

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 2016-17

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, one of over 150 schools in the country who practice this model, ISAAC strives to provide rigorous and engaging curriculum; active, inquiry-based instruction; and a school culture that emphasizes scholarly habits and good citizenship. Each year our educators develop a strategic work plan to support 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 staff professional learning sessions we work as a crew to build a coherent culture of learning defined by a growth mindset. A school-wide data team was formed and implemented data protocols to inform instructional practices, which focused on strengthening reading, math and high quality writing. ISAAC continued to provide student support services and programming for our English Language Learners, students with IEPs and students identified in need of intervention in Math and Literacy through co-taught classes, language labs, and focused and small group academic instruction.

.ISAAC is dedicated to fostering a sense of community. The diversity of our students is the heart of the school. We hosted events that promoted community such as a Welcome-Back Celebration, a Multicultural Dinner and Show, and two Celebrations of Learning, including ISAAC's twentieth anniversary Block Party, which showcased multitude student work and performances. We continued to implement Student Led Conferences (SLCs) and added Eighth Grade Passage Presentations. These core practices are 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 continued to have access to their student's grades via PowerSchool and teachers regularly met with them to discuss student progress and concerns. School-wide information (news, activities and events) were communicated weekly through bilingual news blasts via email, voicemail and text, and through our website and Facebook page. Over 95% of our parents surveyed in Spring 2017 reported they always or almost always "feel comfortable talking to their child's teachers." Parents supported ISAAC through volunteerism, fundraising and advocacy, and helped with events, activities and programs, chaperoned trips, ran after-school clubs and served as guest experts in classrooms.

The Student Support Team (SST), consisted of the Head of Student Life, a school counselor, social workers, nurses and teachers. This team assisted families with resources for physical and emotional needs and continued to collaborate with the School Based Health Center to provide in-school health services for students. ISAAC provided a high school planning program to support students and families with the many choices available in southeastern Connecticut: personalized planning meetings, high school presentations and a high school fair.

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 three family information nights in 2016-2017 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 at the Regional Multicultural Magnet school, the Groton Navy Base and the Mashantucket Pequot Museum. 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 second year in a row at the New London St. Patrick's Day Parade.

ISAAC infuses multicultural education into the curriculum and emphasizes student learning experiences in the greater community. ISAAC worked 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 2016-17, students experienced live theater and opera at the Garde Arts Center; performances by the Eastern Connecticut Symphony Orchestra and the Coast Guard Academy; and Photojournalism workshops at the Hygienic Arts Center – 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.