

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

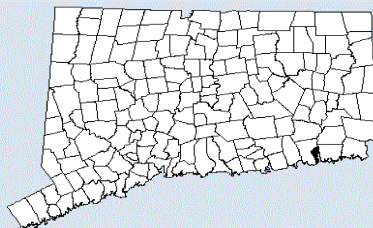


Interdistrict School for Arts and Comm District

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

District Information

Grade Range	6-8
Number of Schools/Programs	1
Enrollment	279
Per Pupil Expenditures ¹	\$13,271
Total Expenditures ¹	\$3,689,442

¹ Expenditure data reflect the 2018-19 school year.

Community Information

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

Contents

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

Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	136	48.7	48.4
Male	143	51.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	6	2.2	5.2
Black or African American	42	15.1	12.7
Hispanic or Latino of any race	174	62.4	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	0	0.0	3.8
White	49	17.6	51.1
English Learners	55	19.7	8.3
Eligible for Free or Reduced-Price Meals	182	65.2	43.3
Students with Disabilities ³	51	18.3	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	11	8.5	8	5.6
Male	15	10.6	24	16.4
Black or African American	*	*	6	14.0
Hispanic or Latino of any race	15	8.9	22	12.4
White	*	*	*	*
English Learners	*	*	10	18.2
Eligible for Free or Reduced-Price Meals	23	12.2	26	12.8
Students with Disabilities	*	*	7	13.0
District	26	9.6	32	11.1
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 26

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This 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 2019-20

Interdistrict School for Arts and Comm District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	18.0
Paraprofessional Instructional Assistants	6.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	3.5
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	2.0
Other Staff Providing Non-Instructional Services/Support	25.2

¹ 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	1.2
Black or African American	3	10.3	4.0
Hispanic or Latino of any race	1	3.5	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	25	86.2	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	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		67.8

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2019-20

Interdistrict School for Arts and Comm District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

¹ This 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

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,651,875	\$5,942	\$10,923
Support services - students	\$324,397	\$1,167	\$1,277
Support services - instruction	\$262,866	\$946	\$682
Support services - general administration	.	.	\$467
Support services - school based administration	\$263,112	\$946	\$1,021
Central and other support services	\$793,504	\$2,854	\$679
Operation and maintenance of plant	\$371,415	\$1,336	\$1,718
Student transportation services	\$22,274	\$80	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$3,689,442	\$13,271	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$284,570	62.8	28.5
Instructional Aide Salaries	\$32,932	7.3	10.1
Other Salaries	\$60,174	13.3	11.1
Employee Benefits	\$70,880	15.6	13.0
Purchased Services Other Than Transportation	\$1,726	0.4	5.7
Special Education Tuition	.	.	22.5
Supplies	\$3,144	0.7	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$453,426	100.0	100.0
Percent of Total Expenditures Used for Special Education		12.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	0.0
State	82.2
Federal	4.6
Tuition & Other	13.2

⁴ Revenue 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 2019-20

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	68.4%	100%	60.4%
	Oral	57.7%	100%	57.6%
Chronic Absenteeism	All Students	9.6%	<=5%	12.2%
	High Needs Students	11.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		93.5%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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
Graduation Rate Gap

¹ 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.

² If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Improving SPED Programs: - Assigned a SPED administrator to oversee the department. - Hired a principal with a strong background in SPED to mentor newly assigned sped administrator. - Created a process of working with sending districts to ensure a collaborative process between school and home. - SPED team reviewed every IEP to ensure compliance. - Addition of another social worker to assist with counseling aspects of sped students. - Special Education PLC. - SPED admin on SRBI Team for child find obligations. - Remote learning supports for all special education students.

During the 2020-2021 school year, ISAAC created a SRBI Team consisting of teachers, administrators, and support staff with the goal of using qualitative and quantitative data to identify students who may need additional academic, behavioral, and/or social-emotional supports. Members of the team meet daily to review students of concern and to provide a continuum of support for these students.

To prevent truancy, the team analyzes student absences daily and facilitates communication between the team and families to immediately intervene when students begin to accumulate absences. If students' absences become a concern, the team takes a multi-pronged approach to prevent truancy that includes intervention components such as phone calls, emails, and home visits.

ISAAC has taken numerous steps to engage families in student learning. Our new Strategic Action Plan includes reaching out to our community. Our community is our most important asset, whether it is within our immediate ISAAC family or in the cities and towns that surround us in the southeastern Connecticut region.

Communication is key in the enhancement and promotion of a positive culture and climate that exists among the school, families, and the community. In addition to our encouraging our families to join our ISAAC Parent Academic Team (IPAT), specific action steps have been outlined in our Strategic Action Plan that includes: - Communicating important highlights and upcoming events to our students, parents, and the community through weekly emailed newsletters and text messages and by utilizing Twitter, Facebook, and Instagram accounts.

- Seeking feedback from parents, students, and teachers and use the retrieved data to adjust school environment practices, procedures, and policies, as needed.

- Providing press releases for positive events and celebrations at ISAAC.

In addition to our Strategic Action Plan steps, the teacher schedule has also been modified to include daily zoom support time to provide assistance to students during their learning activities. Additional zoom support time has also been provided for students are in need of additional time as designated by our SRBI Team. Staff have also been trained in using Google Classroom to provide students participating in distance learning with a flexible, asynchronous model of instruction that allows them to access their educational material at convenient times.

Another support system for students and families includes a synchronous Advisory program that has been created based on the Collaborative for Academic and Social Emotional Learning (CASEL) to provide students with the social and emotional support systems that will help them to set goals, make responsible decisions, show and feel empathy for others and establish and maintain positive relationship.

Efforts to Reduce Racial, Ethnic and Economic Isolation

ISAAC students participated in an interdistrict debate program. The ISAAC debate team traveled to compete against other area schools. This debate team was lead by Social Studies teacher Mike Barron and included a diverse group of students from different sending towns, ethnic backgrounds and grade level. - School Guidance invited many area high schools into ISAAC to present to 8th grade students to expose them to a variety of choices within the area to attend high school. In October, ISAAC held its annual High School Fair with 10 Southeastern School participating.

- Other experiences or activities designed to increase student awareness of the diversity of individuals and cultures include school projects and guest speakers. The sixth grade team interviewed and created a book "Community Faces" of their project on immigration. 2 students presented at the National Conference in Washington DC. Mrs. Taylor, seventh grade ELA teacher, invited a guest speaker from Nigeria to kick off her unit on A Long Walk to Water. Students then reenacted the journey of walking to retrieve water. These two projects introduced students to different cultures and experiences.

- Students at ISAAC participated in many art and music programs that introduced them to artists and music from other cultures. Students showcased their art work in interdistrict exhibits. Last year, Art students created for Florence Griswold Museum Wee Fairie Village. They worked collaboratively to create the sculpture and visited the other exhibits at the museum. In the 2018-2019 school year and previous years, students showcased art work and participated in the Mystic Art Show and The Hygienic Art Show. All of these shows included art work from other schools in Southeastern Connecticut.

- To encourage minority educators ISAAC, administrators attended the annual UCONN NEAG, Quinnipiac, and ECSU Teacher Fair and contacted various educational leaders in Connecticut and Massachusetts.

District Profile and Performance Report for School Year 2019-20

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Equitable Allocation of Resources among District Schools

Budget planning includes a review of the use of resources supported by all funding sources. Educational dollars are spent based on tracking resources used for professional development; analyzing student performance data and student needs; tracking resource use at the school and by the overall educational strategy. Our goal is to align costs with school goals.

Our process is as follows: * Teacher Leaders and Administrators analyze student data to become knowledgeable about the status of student performance and the nature of the achievement gap.

- School Leaders review evidence on high quality instruction and effective curriculum and make decisions on new, more rigorous, research-based instructional programs and curriculum.
- School Leaders map out a plan to invest in professional development and teacher training.
- Data analysis on student achievement and charting out ways to provide extra help and interventions for struggling students and offering smaller class sizes.
- Allocation of time, using time more productively, such as increasing time allocations for struggling students and offering smaller class sizes.
- Allocation of time, using time more productively.* Plus more!!