

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

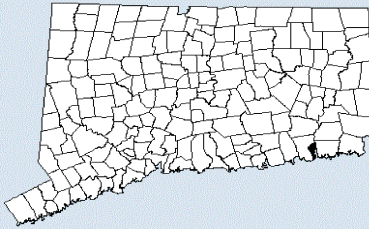


Interdistrict School for Arts and Comm District

860-447-1003

District Information

Grade Range	6-8
Number of Schools	1
Enrollment	246
Per Pupil Expenditures ¹	\$13,371
Total Expenditures ¹	\$2,553,814

¹Expenditure data reflect the 2012-13 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](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	139	56.5	48.3
Male	107	43.5	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	35	14.2	12.9
Hispanic or Latino	118	48.0	21.2
Pacific Islander	0	0.0	0.0
White	71	28.9	58.4
Two or More Races	15	6.1	2.3
English Language Learners	38	15.4	5.7
Eligible for Free or Reduced-Price Meals	153	62.2	37.3
Students with Disabilities ¹	39	15.9	12.8

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	14	10.8	16	12.3
Male	12	11.8	18	17.6
Black or African American	*	*	9	26.4
Hispanic or Latino	12	10.7	22	19.8
White	7	10.9	*	*
English Language Learners	*	*	6	15.7
Eligible for Free or Reduced-Price Meals	22	14.2	27	17.4
Students with Disabilities	8	20.0	10	25.0
District	26	11.2	34	14.6
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	18.5
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	3.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	1.7
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	8.4

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 (%)
Asian	0	0	1.0
Black or African American	2	6.7	3.5
Hispanic	1	3.3	3.6
Native American	0	0	0.1
White	27	90.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	95.2
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.5	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	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		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,554,210	8,137	8,769
Instructional Supplies and Equipment	48,827	256	275
Improvement of Instruction and Educational Media Services	157,953	827	487
Student Support Services	67,420	353	965
Administration and Support Services	488,095	2,555	1,600
Plant Operation and Maintenance	233,051	1,220	1,472
Transportation	4,258	.	786
Costs of Students Tuitioned Out	.	N/A	N/A
Other	0	0	178
Total	2,553,814	13,371	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,071,813	10,847	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.6
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.0
Tuition to Other Schools	0	0.0	21.4
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0

PK-12 Expenditures Used for Special Education	.	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	44.8	81.1
Federal	1.7	3.0
Tuition & Other	53.6	16.0

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).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	65.4	69.9	60.7	65.3	.	.	.	.
Hispanic or Latino	64.4	68.4	56.5	62.0	.	.	.	.
English Language Learners	.	.	42.9	38.6	.	.	.	.
Eligible for Free or Reduced-Price Meals	65.3	66.4	58.3	62.0	.	.	.	.
Students with Disabilities	50.7	46.1	38.8	44.3	.	.	.	.
High Needs	65.4	66.3	59.3	63.2	.	.	.	.
District	70.9	72.3	65.0	70.0	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	N/A	51.5	80.0	126	65.1
Curl Up	N/A	62.1	63.3	126	62.7
Push Up	N/A	30.3	43.3	126	36.5
Mile Run/PACER	N/A	56.1	56.7	126	56.3
All Tests - District	N/A	18.2	16.7	126	17.5
All Tests - State	50.2	50.7	50.3		51.1

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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Narratives

School District Improvement Plans and Parental Outreach Activities

Our goal at ISAAC is to create inquisitive and high achieving students who are ready for the 21st century. We partnered with the Expeditionary Learning Network, a comprehensive school-wide program that promotes rigorous and engaging curriculum; active, inquiry-based instruction; and a school culture that demands and teaches compassion and good citizenship. EL School Designers work closely with our staff to provide professional development around best practices that help students achieve academic success. This year we implemented team level professional learning cycles and utilized Looking at Student Work (LASW) protocols as part of our school improvement work plan. As an effort to support our increased number of English Language learners, we instituted an ELL program with a full-time instructor and specific classes that focus on language acquisition. We continued to utilize Math and Literacy Academies to offer additional instructional support to students in need. In the area of special education, we follow the inclusion model for all students with an IEP and began efforts in implementing co-teaching in core subject areas. We increased the number of special education staff due to an increase in enrollment of students with special needs.

ISAAC is dedicated to fostering a sense of community for its students, parents and staff. We value the geographical diversity of our families and try to provide events that reach out into the greater community both within and outside of New London. Each year we host a welcome to ISAAC picnic to foster connections between our returning and new families. We also hold a Back-to-School night to provide families the opportunity to meet their child's teachers, the administration and support staff. We also hold events during the year called Learning Expeditions, in which students showcase their work and projects for their families. We provide translation support as needed for parent meetings and for school information. PowerSchool provides a secure web-based parent portal by which our parents can access their child's academic data via the website at any time. This is in addition to our regular progress reporting and semi-annual parent conferences. Our teachers make themselves available to meet with parents upon request to discuss their child's progress. For school-wide information, we continue to use our auto-dialer for weekly school news and information, as well as our Facebook page, which highlights our celebrations and includes announcements about school activities and events. This year we launched a new website which includes information about school events, our academic and enrichments programs, and information on how to apply to our school. Our Student Support Team assists families with resources for both physical as well as emotional needs. Our School Based Health Clinic provides in-school health services for students including physicals, dental cleanings, behavioral health and prescriptions. We provide a high school planning program including information for parents on high school options, personalized planning meetings as well as a high school fair. Parents are encouraged to support our school with volunteer opportunities such as: chaperone for field trips, support our Early Birds Fitness program, help with fundraising and school events such as our Multicultural Dinner, Book Fair and school concerts.

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 that fall with 45 students in 6th grade. Since that time, ISAAC has grown to 191 students in all three middle school grades with students from twelve communities. Our students and families represent different races, ethnicities, economic status and come from urban, suburban and rural communities. In addition to being founded to reduce racial and economic isolation, ISAAC staff infuses multicultural education in its program through our unique curriculum and experiences in the greater community. We work with area art centers and invite global artists to our school to give presentations and to work with our teachers on classroom projects. We have hosted artists from South America, Cuba, Africa, Jamaica and many other countries. Our unique location in the cultural center of New London provides rich artistic resources that our students can access. This year our students experienced live theater and opera at the Garde Arts Center; symphony performances by the Eastern Connecticut Symphony Orchestra; and Photojournalism workshops at the Hygienic Arts Center – all walking distance from our school. Furthermore, ISAAC provides time during each day for "Crew" to teach students about differences through our character-building curriculum. Each spring we hold a school wide Multicultural Dinner each spring which is a celebration of cultural diversity with food, music and activities.

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Equitable Allocation of Resources among District Schools

We are a one-school district.