

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



Interdistrict School For Arts And Communication Interdistrict School for Arts and Comm District

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

School Information

Grade Range **6-8**
Enrollment **271**

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 school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* 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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	146	53.9	53.9
Male	125	46.1	46.1
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	59	21.8	21.8
Hispanic or Latino	142	52.4	52.4
Pacific Islander	*	*	*
Two or More Races	8	3.0	3.0
White	51	18.8	18.8
English Language Learners	20	7.4	7.4
Eligible for Free or Reduced-Price Meals	193	71.2	71.2
Students with Disabilities ¹	39	14.4	14.4

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 Language Learners	*	*	7	35.0
Eligible for Free or Reduced-Price Meals	41	22.2	49	25.5
Students with Disabilities	*	*	9	21.4
School	48	18.7	54	20.8
District		18.7		20.8

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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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	
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	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.0
Black or African American	0	0.0	0.0
Hispanic or Latino	0	0.0	0.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	25	100.0	100.0

Classroom Teacher Attendance, 2016-17

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	10.5	10.5

Instruction and Resources

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	997
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	08:25 AM
End Time	03:00 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	14	*
Other Health Impairment	10	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	7	*
School	38	97.4
District		0.0

³Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI 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	SPI	Count	SPI
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 Language Learners	47	45.3	47	35.8
Non-English Language 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
School	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 - School	N/A	44.2	32.6	N/A	172	38.4
All Tests - District	N/A	44.2	32.6	N/A		38.4

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)		100.0% 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	15.6	
Math Performance Index Gap	57.1	41.6	15.5	17.7	
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

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.