

**STRATEGIC SCHOOL PROFILE 2008-09**

Middle and Junior High School Edition

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

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Location: 190 Governor Winthrop Boulev  
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 Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Charter School

School Grade Range: 6- 8

Instructional Focus: Experiential Learning, Arts, Music

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 182

5-Year Enrollment Change: 49.2%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	115	63.2	63.2	25.1
Students Who Are Not Fluent in English	9	4.9	4.9	3.7
Students with Disabilities	19	10.4	10.4	11.7
Students Identified as Gifted and/or Talented	0	0.0	0.0	7.6
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	115	95.0	95.0	92.1

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	183	181
Total Hours per Year	992	1,016

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	16.0	16.0	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	37.7	37.7	34.2
World Language	36.1	36.1	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	30	33
Computer Education	30	15
English Language Arts	159	229
Family and Consumer Science	0	13
Health	34	24
Library/Media Skills	0	6
Mathematics	159	152
Music <sup>E</sup>	0	24
Physical Education	70	53
Science	159	144
Social Studies	159	143
Technology Education	30	23
World Languages	70	77

<sup>E</sup> Elective hours also offered

### World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 6 in this school. Statewide, 35.2% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

### Lunch

An average of 21 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	4.9	4.9	3.7
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	100.0	76.8

### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.3	2.3	2.6
% of Computers with Internet Access	100.0	100.0	99.4
% of Computers that are High or Moderate Power	100.0	100.0	97.0
# of Print Volumes Per Student*	N/A	N/A	21.0
# of Print Periodical Subscriptions	N/A	N/A	28

\*This school does not have its own library.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	13.00
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	2.00
Library/Media Specialists and/or Assistants	0.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.01
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	5.20

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	7.4	7.4	14.0
% with Master's Degree or Above	87.5	87.5	75.8
Classroom Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.4	8.4	9.0
% Assigned to Same School the Previous Year	81.3	81.3	86.7

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

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The following narrative about how this school promotes and supports parental involvement was submitted by this school.

ISAAC is a small school which is dedicated to fostering a sense of community for all—students, parents and staff. We have created several ways to communicate to parents about academic expectations at home and school. Our web site includes homework pages for every teacher. Teachers sign students' agenda books to make sure parent are informed of assignments. Every two weeks a school newsletter is sent home to inform parents about up-coming events and ways to get involved in the school. Teachers communicate with parents about student progress in a variety of formal and informal ways. Progress reports are sent home six times a year and there are two Parent/Teacher conference times scheduled during the year. Teachers often call or e-mail parents to communicate students' struggles and successes. Parents often come to Teacher Team meeting to discuss their student's progress. This year over 60 parents volunteered to support special events, in-class project completion, fundraisers such as a Hispanic Dinner, camping trips and two book fairs.

IPAT's goal next year is to increase home/school communications with crew (homeroom) parent communicators who will use phone and e-mail trees.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.5
Asian American	4	2.2
Black	44	24.2
Hispanic	65	35.7
White	68	37.4
Total Minority	114	62.6

**Percent of Minority Professional Staff: 10.0%**

**Non-English Home Language:** 28.6% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Parents founded ISAAC in 1997 as a Connecticut charter school, 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 180 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. The percentage of students who qualify for free or reduced lunch has grown from about 30% in 1997 to over 60% in 2008.

In addition to being founded to reduce racial and economic isolation, ISAAC staff infuse multicultural education in its program. ISAAC staff accomplish this through thematic interdisciplinary units such as the Harlem Renaissance. Teachers are encouraged to attend the National Association for Multicultural Education Conference each year. The workshops provided at that conference help our staff to be more aware, sensitive and skilled at infusing multicultural education into our curriculum. Furthermore, ISAAC provides time during each day for "Crew" to teach students about differences through Responsive Classroom activities, our social curriculum.

ISAAC holds two or more "Mix-it-up" lunches each year so students can sit with students other than their "regular" friends. We also hold multicultural lunches and dinners for students and families throughout the school year. Finally, ISAAC continues to lead and participate in the Southeastern Connecticut Middle School Youth Summit that we founded in 2001. Our Summit students get together with 10 to 12 students from eight other middle schools, taking turns hosting, to discuss issues of interest or concern with each other. It is another way we specifically interact with the other local middle schools.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	16.4	16.4	35.3	17.2
Grade 8	11.9	11.9	36.8	11.1

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	56.7	56.7	68.9	29.9
Writing	47.5	47.5	62.2	30.7
Mathematics	36.7	36.7	68.8	16.8
Grade 7 Reading	50.9	50.9	74.9	21.9
Writing	35.1	35.1	62.9	21.5
Mathematics	29.1	29.1	66.0	16.4
Grade 8 Reading	48.3	48.3	68.4	25.6
Writing	40.0	40.0	66.5	20.8
Mathematics	23.7	23.7	64.5	14.0
Science	53.3	53.3	60.6	41.9

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	95.1	95.1	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 30 students were responsible for these incidents. These students represent 16.6% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	3
Personally Threatening Behavior	8	0
Theft	0	0
Physical/Verbal Confrontation	4	2
Fighting/Battery	12	1
Property Damage	0	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	19	0
Total	46	6

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

- ISAAC did not make “adequate yearly progress” in the CMT math and reading tests this year for two sub groups. All teachers were trained in Effective Teaching Strategies (ETS), Data Teams and CReating Independence through Student Strategies (CRISS). Our Professional Development Plan for next year will continue to implement Data Team school-wide and provide more training through CALI in Unwrapping and Making Standards Work and revisiting CRISS and ETS in order to ensure the continuing use of research-based teaching strategies. Our math and language arts curricula are aligned with state standards and CMT strands. Professional development will be offered to support our teachers in differentiating instruction

In special education, we continue to follow the inclusion model for all special education students. They are also provided resource time in the afternoon to improve skills and work on IEP goals. Due to increased population, we hired an additional Special Education teacher. All special education teachers were trained in CRISS. The intent of that training was to improve their abilities to better instruct their students. Special education and regular education teachers will receive training in the Co-Teaching model.

The parent group at ISAAC is called ISAAC Parent Action Team or IPAT. The parents were involved in hiring of new teachers and discussion on program improvement and literacy. The parents organized our school library and fund raised for book shelves and books. They organized and ran our two school book fairs. Our goals are to get more parents involved in the school day as a resource to teachers and students and to help build community through organizing All-ISAAC events. Many parents assisted with in-class project completion, providing support to individuals and small groups

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

ISAAC continues as an experiential learning model school. We provided necessary professional development to assist new teachers not familiar with this model. The Director of Academics is responsible for training and implementation of this academic program. The model is evolving to include 21st Century Technology literacy skills as methods for students to research and present their learning to a wide viewing audience over our intranet.

ISAAC is also a Responsive Classroom school. We have adapted this model to middle school standards and it is being implemented school-wide. Our Director of Student Life oversees the training and implementation. New teachers received two full days of training in the fall of 2008. Responsive Classroom connects perfectly with experiential learning, supports our social curriculum and our mission.

ISAAC continues to have many community partners and our new location in downtown New London conveniently supports this. Our students regularly go on walking field trips to learn from the community resources so readily available. In addition to being resources for our students, these partners have helped our capital campaign and we have worked together to raise money for our building projects.

ISAAC also works closely with the parents and families of our students. They provide valuable volunteer time, financial support for our educational program and student activities and many parents contribute their expertise to our students’ learning as well.

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