

STRATEGIC SCHOOL PROFILE 2010-11

Middle and Junior High School Edition

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

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Location: 190 Governor Winthrop Boulev
 New London,
 Connecticut

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.

TYPE OF SCHOOL

School Type: Charter School
 School Grade Range: 6 - 8
 Instructional Focus:
 Arts&Communication/Multiculturalism

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 182
 5-Year Enrollment Change: 10.3%

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	128	70.3	70.3	29.2
Students Who Are Not Fluent in English	10	5.5	5.5	3.5
Students with Disabilities	29	15.9	15.9	11.7
Students Identified as Gifted and/or Talented	0	0.0	0.0	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	114	95.0	95.0	93.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	183	181
Total Hours per Year	1,046	1,017

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	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	15.3	15.3	20.6	Mathematics	40.0	40.0	34.4
				World Language	35.0	35.0	48.4

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art ** *	30	36
Computer Education ** *	30	20
English Language Arts	150	242
Family and Consumer Science	0	10
Health	30	23
Library Media Skills	0	14
Mathematics	150	158
Music *	68	32
Physical Education	68	55
Science	150	145
Social Studies	150	143
Technology Education	30	24
World Languages	68	83

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 6 in this school. Statewide, 13.6% 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.

** Interdisciplinary approach

* Elective hours also offered

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	5.5	5.5	3.4
% 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	77.7

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	1.4	1.4	2.4
% of Computers with Internet Access	100.0	100.0	98.9
% of Computers that are High or Moderate Power	100.0	100.0	96.6
# of Print Volumes Per Student*	N/A	N/A	21.3
# of Print Periodical Subscriptions	N/A	0	21

*This school does not have its own library.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	13.40
Paraprofessional Instructional Assistants	0.75
Special Education: Teachers and Instructors	4.00
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	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	4.50

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.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	8.2	8.0	14.2
% with Master's Degree or Above	78.9	78.9	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	9.5	9.5	10.1
% Assigned to Same School the Previous Year	84.2	84.2	87.7

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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.

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. This year we instituted Academic Achievement Plans that included the student's grade goal in each subject and what study skills are necessary to reach that goal. The plans were jointly developed by students and their teachers and signed by parents. 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 be 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. 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. 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. Improved school-to-home communication is being implemented via email and web-based tools.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.5
Asian American	2	1.1
Black	54	29.7
Hispanic	65	35.7
Pacific Islander	0	0.0
White	60	33.0
Two or more races	0	0.0
Total Minority	122	67.0

Percent of Minority Professional Staff: 4.3%

Non-English Home Language:

15.9% 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 1.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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 76% in 2011. In addition to being founded to reduce racial and economic isolation, ISAAC staff infuse multicultural education in its program. This is accomplished through thematic interdisciplinary units such as the Harlem Renaissance. The visual and performing arts are also integrated with a primary focus on diverse cultures. 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.

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	20.7	20.7	51.2	6.3
Grade 8	25.5	25.5	50.8	14.1

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

Connecticut Mastery Test, Fourth Generation, % 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	62.3	62.3	76.0	28.4
Writing	32.8	32.8	65.2	13.2
Mathematics	40.0	40.0	71.3	16.7
Grade 7 Reading	66.1	66.1	77.8	30.1
Writing	37.3	37.3	58.9	25.9
Mathematics	41.4	41.4	68.4	21.5
Grade 8 Reading	71.9	71.9	74.7	44.2
Writing	50.8	50.8	64.8	32.6
Mathematics	40.4	40.4	66.6	21.0
Science	69.5	69.5	63.1	57.8

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.

To see the NCLB Report Card for this school, go to 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	95.6	95.6	95.6

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 2009-10 school year, 30 students were responsible for these incidents. These students represent 14.6% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, 3 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	4	0
Theft	3	0
Physical/Verbal Confrontation	6	1
Fighting/Battery	12	4
Property Damage	0	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	12	2
Total	40	7

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

ISAAC did not make “adequate yearly progress” on the CMT math assessment this year. We have increased teacher contact in Math classes by utilizing a co-teaching model for 2 of our math classes. We also are instituting Math Academy classes to help support students in math concepts and content. Teachers in all subjects will be emphasizing the use/application of math in their units of study. New teachers will be trained in Responsive Classroom for Middle Schools, Effective Teaching Strategies (ETS), Unwrapping and Making Standards Work, Data Teams and Creating Independence through Student Strategies (CRISS). Our Math and Language Arts curricula are aligned with state standards with plans to further align to the new Common Core being developed. We have 2 computer-based online programs that assist our students in acquiring skills in math and reading. All of our teachers are highly qualified and hold certifications in their subject area. Along with supporting our new teachers with the TEAM Mentoring program, additional Professional Development next year will include Data Driven Decision Making, using Common Formative Assessments, and revisiting CRISS and ETS in order to ensure the continuing use of research-based teaching strategies. In special education, we continue to follow the inclusion model for all special education students. Special needs students are provided resource time in the afternoon to improve skills and work on IEP goals. Due to increased population, we hired an additional Special Education Instructor. 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 continue to 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 discussions on program improvement and literacy. Parents organized our school library and fundraised for books. They organized a book swap in which families were encouraged to donate books. On Parent/Teacher Conference day, families and students could select books from those donated and buy them for \$.50. The proceeds raised were used to buy new books for the school library. 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.

SUPPLEMENTAL SCHOOL INFORMATION

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 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. Responsive Classroom connects perfectly with experiential learning, supports our social curriculum and our mission. ISAAC continues to have many community partners and our location in downtown New London conveniently supports this. We are currently working with the Coast Guard Research and Development Center with collaborative projects in environmental and applied science. We have a continuing relationship with the Lyman Allen Museum whose exhibits are used to stimulate student art projects. 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.
