

**STRATEGIC SCHOOL PROFILE 2012-13**

Middle and Junior High School Edition

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

Eugenia M. Fafard, Director  
 Joanna M. Salmon, Asst. Principal  
 Telephone: 860-447-1003

Location: 190 Governor Winthrop Blvd.  
 New London,  
 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:  
 Arts&Communication/Multiculturalism

**STUDENT ENROLLMENT**

Enrollment on October 1, 2012: 191  
 5-Year Enrollment Change: 5.5%\*  
 \*Between 2003 and 2008, (re)opened

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**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   | 127              | 66.5              | 66.5                    | 30.9       |
| Students Who Are Not Fluent in English   | 26               | 13.6              | 13.6                    | 3.4        |
| Students with Disabilities   | 31               | 16.2              | 16.2                    | 12.4       |
| Students Identified as Gifted and/or Talented  | 0                | 0.0               | 0.0                     | 7.0        |
| Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year | 121              | 97.6              | 97.6                    | 97.0       |

**PROGRAM AND INSTRUCTION**

| Instructional Time   | School | State Middle/Jr. High Schools |
|----------------------|--------|-------------------------------|
| Total Days per Year  | 180    | 181                           |
| Total Hours per Year | 1,040  | 1,029                         |

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            | 15.5   | 15.5     | 20.2  | Mathematics                                      | 37.7   | 37.7     | 33.9  |
|                    |        |          |       | World Language                                   | 37.7   | 37.7     | 46.5  |

| Required Hours of Instruction Per Year in Selected Subject Areas |        |       |
|--|--------|-------|
| Grade 8  | School | State |
| Art ** *   | 30     | 37    |
| Computer Education ** *  | 30     | 18    |
| English Language Arts  | 150    | 231   |
| Family and Consumer Science                                      | 0      | 10    |
| Health   | 30     | 24    |
| Library Media Skills ** *  | 0      | 10    |
| Mathematics  | 150    | 164   |
| Music *  | 68     | 36    |
| Physical Education   | 68     | 58    |
| Science  | 150    | 151   |
| Social Studies   | 150    | 147   |
| Technology Education ** *  | 30     | 23    |
| World Languages  | 68     | 96    |

### World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 6 in this school. Statewide, 14.7% 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                 | 13.6   | 13.6                    | 3.2   |
| % 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 | 93.5   | 93.5                    | 75.8  |

## 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](http://www.iconn.org).

| Instructional Computers and Library Materials  | School | Middle/Jr. High Schools |       |
|--|--------|-------------------------|-------|
|  |        | District                | State |
| # of Students Per Computer                     | 1.3    | 1.3                     | 2.1   |
| % of Computers with Internet Access            | 100.0  | 100.0                   | 99.3  |
| % of Computers that are High or Moderate Power | 100.0  | 100.0                   | 97.5  |
| # of Print Volumes Per Student*                | N/A    | N/A                     | 22.2  |
| # of Print Periodical Subscriptions            | N/A    | 0                       | 19    |

\*This school does not have its own library.

**SCHOOL STAFF**

| <b>Full-Time Equivalent Count of School Staff</b>                               |       |
|---|-------|
| General Education: Teachers and Instructors                                     | 14.16 |
| Paraprofessional Instructional Assistants                                       | 0.43  |
| Special Education: Teachers and Instructors                                     | 5.10  |
| 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                            | 1.20  |
| School Nurses   | 1.00  |
| Other Staff Providing Non-Instructional Services and Support                    | 6.65  |

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  | 8.4           | 8.0                            | 14.3         |
| % with Master's Degree or Above   | 76.2          | 76.2                           | 80.3         |
| Classroom Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time | 7.8           | 7.8                            | 9.3          |
| % Assigned to Same School the Previous Year   | 85.7          | 85.7                           | 87.4         |

**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 an interdistrict school 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 picnic for our new families at the start of the school year that fosters connections between our returning and new families. We also hold a Welcome Back to School night in September, which gives families the opportunity to meet their child's teachers, administration and support staff. We also hold events during the year called Learning Expeditions, which give the students an opportunity to showcase their work and projects with their families. We also value the ethnic diversity of our families and 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 are always willing to take time during the year 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 for ISAAC that 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 families including school physicals, dental cleanings, behavioral health services, prescriptions, and other health screenings. For students in eighth grade, 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 throughout the year. Parents chaperone for field trips, support our Early Birds Fitness program, help with fund-raising efforts, school events such as our Multi-cultural Dinner, our annual Book Fair, and school concerts and events. Our parent support group, the ISAAC Parent Action Team (IPAT) meets on a monthly basis to help support school initiatives and help with parent communication.

## SCHOOL DIVERSITY

| Student Race/Ethnicity |        |         |
|------------------------|--------|---------|
| Race/Ethnicity         | Number | Percent |
| American Indian        | 2      | 1.0     |
| Asian American         | 1      | 0.5     |
| Black                  | 33     | 17.3    |
| Hispanic               | 85     | 44.5    |
| Pacific Islander       | 0      | 0.0     |
| White                  | 53     | 27.7    |
| Two or more races      | 17     | 8.9     |
| Total Minority         | 138    | 72.3    |

**Percent of Minority Professional Staff:** 0.0%

**Non-English Home Language:**

22.5% 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 2.

### 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.

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 social curriculum called Responsive Classroom. Each spring we hold a school wide Multicultural Dinner each spring which is a celebration of cultural diversity with food, music and activities.

### 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   | 18.1   | 18.1     | 50.6  | 4.6   |
| Grade 8   | 15.1   | 15.1     | 50.6  | 4.6   |

\*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            | 66.2   | 66.2     | 73.3  | 36.9   |
| Writing                    | 50.8   | 50.8     | 65.1  | 28.7   |
| Mathematics                | 46.9   | 46.9     | 67.0  | 23.0   |
| Grade 7 Reading            | 59.3   | 59.3     | 78.9  | 22.9   |
| Writing                    | 37.7   | 37.7     | 64.9  | 21.4   |
| Mathematics                | 32.8   | 32.8     | 65.4  | 19.3   |
| Grade 8 Reading            | 62.7   | 62.7     | 76.2  | 27.8   |
| Writing                    | 40.7   | 40.7     | 67.2  | 21.0   |
| Mathematics                | 30.4   | 30.4     | 65.0  | 17.5   |
| Science                    | 37.3   | 37.3     | 60.4  | 26.4   |

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 | 99.0   | 99.0                             | 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 2011-12 school year, 57 students were responsible for these incidents. These students represent 29.8% of the estimated number of students who attended this school at some point during the 2011-12 school year.

### Truancy

During the 2011-12 school year, 1 student 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, 2011-12 |                      |                |
|---|----------------------|----------------|
| Offense Category  | Location of Incident |                |
|   | School               | Other Location |
| Violent Crimes Against Persons                                | 2                    | 0              |
| Sexually Related Behavior                                     | 4                    | 0              |
| Personally Threatening Behavior                               | 45                   | 6              |
| Theft   | 1                    | 0              |
| Physical/Verbal Confrontation                                 | 10                   | 1              |
| Fighting/Battery  | 23                   | 8              |
| Property Damage   | 2                    | 0              |
| Weapons   | 1                    | 0              |
| Drugs/Alcohol/Tobacco   | 1                    | 0              |
| School Policy Violations                                      | 63                   | 10             |
| Total   | 152                  | 25             |

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The curriculum at ISAAC is designed to be expeditionary and hands-on, with a focus on exploratory learning. Our goal is to create inquisitive and high achieving students who are ready for the 21st century world. As a result of our prior year school improvement process, ISAAC partnered with the Expeditionary Learning Network. Expeditionary Learning is 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 provides School Designers who work closely with our teachers and with administration to provide professional development around best practices that help students achieve academic success. As an effort to support our increased number of English Language learners, we instituted a full ELL program with a full-time instructor and specific classes that focus on language acquisition. We continued to utilize Math and Literacy Academies this year, to offer additional support to students who need additional instruction. These classes utilize both teacher instruction as well as computer-based programs that assist our students in improving skills in mathematics and reading. In the area of special education, we follow the inclusion model for all special education students and have begun efforts in implementing co-teaching in core subject areas. We have increased the number of special education support staff working in our co-taught classes due to an increase in enrollment of students with special needs. Some students also have Resource periods during the day to provide additional support to work on specific IEP goals. Throughout the year, professional development activities focused on Expeditionary Learning best practices including clear learning targets, the workshop model of instruction, and a focus on improving writing for all students utilizing the CBAS Writing Program.

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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.

During the 2012-13 school year, ISAAC embarked on its third major building renovation project, the renovation of the existing, but unusable gymnasium. This project included additional classrooms as well as a performance stage for our music and performing arts programs. Improvements to the safety of our building were incorporated in that renovation including a camera and door buzzer system for our main entrance. ISAAC continues to provide a unique middle school experience, integrating the Arts and Communication within its core curriculum. Music education is a key element to our students' experience and all students have the opportunity to participate in either instrumental or voice instruction. Visual Arts integration in the core curriculum is one of the key vehicles of our experiential learning approach. Technology continues to play a key role in our students' educational experience, and we piloted iPads this year as a new tool for student learning. One of our greatest assets is our community partnerships. Our science teachers continue to collaborate with the United States Coast Guard Research and Development Center, with students experiencing real-world science with Coast Guard engineers and scientists. Students in science classes at ISAAC have been working side-by-side with Coast Guard personnel who show them real-world applications of their classroom studies and expose them to what the Coast Guard does. It lends a touch of reality that encourages and motivates students and ties nicely into our experiential learning model. Additional community partnerships with the Writer's Block and the Hygienic Arts Gallery provided enriching activities in creative writing, photojournalism and performing arts. ISAAC has embraced Expeditionary Learning, EL, as a comprehensive school improvement model. Two EL School Designers have worked closely with our school over the past year to provide individual coaching for administrators and teachers, as well as school wide professional development to assist us in reaching our achievement goals.

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