

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Interdistrict School for Arts and Comm District

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District Information

Grade Range	4-8
Number of Schools/Programs	1
Enrollment	328
Per Pupil Expenditures	\$17,438
Total Expenditures	\$4,865,210

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Unless otherwise noted, all data are for 2024-25 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 <https://public-edsight.ct.gov>

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 safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	179	54.6	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	51	15.5	12.4
Hispanic or Latino of any race	191	58.2	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	36	11.0	4.8
White	45	13.7	45.1
English Learners/Multilingual Learners	54	16.5	11.3
Eligible for Free or Reduced-Price Meals	224	68.3	44.8
Students with Disabilities	65	19.8	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	30	17.2	9	5.0
Male	*	*	11	7.4
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	31	16.3	11	5.8
White	8	19.5	*	*
English Learners/Multilingual Learners	12	22.2	*	*
Eligible for Free or Reduced-Price Meals	39	18.2	15	6.4
Students with Disabilities	15	21.4	7	9.3
All Students - District	49	15.4	20	6.0
All Students - State		17.2		6.8

A student is **chronically absent** if they miss 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 51
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	22.0
General Education Paraprofessionals	6.0
Special Education Teachers and Instructors	6.0
Special Education Paraprofessionals	4.5
District Central Office Administrators	2.0
School Level Administrators	2.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	14.7

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	9.2
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	2.8	1.4
Black or African American	1	2.8	4.9
Hispanic or Latino of any race	1	2.8	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	4	11.1	0.3
White	29	80.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	8	25.8	6.8
Teachers	7	29.2	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	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
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$2,495,423	\$8,944	\$13,471
Support services - students	\$442,372	\$1,586	\$1,826
Support services - instruction	\$342,237	\$1,227	\$972
Support services - general administration	.	.	\$568
Support services - school based administration	\$450,303	\$1,614	\$1,274
Central and other support services	\$687,326	\$2,464	\$761
Operation and maintenance of plant	\$418,208	\$1,499	\$2,125
Student transportation services	\$29,341	\$105	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$4,865,210	\$17,438	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$369,547	40.7	26.4
Instructional Aide Salaries	\$56,583	6.2	10.1
Other Salaries	\$291,257	32.0	10.5
Employee Benefits	\$131,429	14.5	13.3
Purchased Services Other Than Transportation	\$2,226	0.2	6.8
Special Education Tuition	.	.	22.8
Supplies	\$8,989	1.0	0.6
Property Services	\$38,123	4.2	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	\$10,659	1.2	0.2
All Other Expenditures	.	.	0.1
Total	\$908,813	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	18.7
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	18.7
State	64.5
Federal	16.1
Tuition & Other	0.8

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	*	*	*	*	*	*
Black or African American	49	58.4	49	50.9	15	*
Hispanic or Latino of any race	186	61.5	186	57.1	54	58.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	34	68.9	34	61.6	11	*
White	41	77.1	41	70.2	*	*
English Learners/Multilingual Learners	90	55.3	90	54.8	36	51.9
Non-English Learners/Non-Multilingual Learners	225	67.5	225	59.9	57	62.0
Eligible for Free or Reduced-Price Meals	210	61.0	210	55.0	64	56.0
Not Eligible for Free or Reduced-Price Meals	105	70.2	105	65.5	29	62.6
Students with Disabilities	67	50.7	67	41.5	17	*
Students without Disabilities	248	67.7	248	63.1	76	62.1
High Needs	249	60.3	249	54.9	79	53.8
Non-High Needs	66	78.2	66	71.9	14	*
All Students - District	315	64.1	315	58.5	93	58.1

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP 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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	100.0	92.7	98.9	N/A	216	96.3
Curl Up	100.0	88.5	92.5	N/A	216	91.7
Push Up	88.9	65.6	73.1	N/A	216	71.8
Mile Run/PACER	92.6	64.6	55.4	N/A	215	64.2
All Tests - District	88.9	54.2	54.3	N/A	215	58.6
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests 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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.1	75	42.7	50	85.4	64.7
ELA Performance Index	High Needs Students	60.3	75	40.2	50	80.4	54.9
Math Performance Index	All Students	58.5	75	39.0	50	78.0	61.1
Math Performance Index	High Needs Students	54.9	75	36.6	50	73.2	50.6
Science Performance Index	All Students	58.1	75	38.7	50	77.4	62.6
Science Performance Index	High Needs Students	53.8	75	35.9	50	71.8	52.1
ELA Academic Growth	All Students	63.5%	100%	63.5	100	63.5	60.6%
ELA Academic Growth	High Needs Students	62.8%	100%	62.8	100	62.8	55.7%
Math Academic Growth	All Students	69.3%	100%	69.3	100	69.3	62.3%
Math Academic Growth	High Needs Students	70.2%	100%	70.2	100	70.2	55.9%
Progress Toward English Proficiency	Literacy	76.7%	100%	38.3	50	76.7	58.7%
Progress Toward English Proficiency	Oral	57.6%	100%	28.8	50	57.6	55.7%
Chronic Absenteeism	All Students	15.4%	<=5%	29.3	50	58.6	17.2%
Chronic Absenteeism	High Needs Students	19.0%	<=5%	22.0	50	44.0	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	97.4%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	58.6%	75%	39.1	50	78.1	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				706.4	1000	70.6	

Physical Fitness Estimated Participation Rate - District: 99.5% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	60.3	14.7	16.9	N
Math Performance Index Gap	71.9	54.9	17.0	18.4	N
Science Performance Index Gap	.	53.8	.	18.2	N
Graduation Rate Gap	.	.	.	.	

If 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.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.7
ELA	High Needs Students	98.4
Math	All Students	98.7
Math	High Needs Students	98.4
Science	All Students	97.9
Science	High Needs Students	97.5

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Family Engagement:

ISAAC has consistently prioritized engaging families in student learning by implementing various initiatives to foster a strong sense of community. As part of our Strategic Action Plan, we have placed a significant focus on reaching out to our community using different modes of communication like weekly newsletters. Moreover, we are thrilled to be in the fourth year of a five-year 21st Century Community Learning Centers Grant, which includes a component specifically dedicated to family outreach. Over the past two years, ISAAC has successfully engaged families through a range of events and activities, such as Community and Family Dance and Dines, Family Meals, and Wellness Workshops. These endeavors have proven to be wonderful opportunities for fostering connections and collaboration between ISAAC families and the broader community. We are excited about our future plans and events that will continue to bring our ISAAC families and the larger school-wide community together.

Communication:

ISAAC, strongly believes that effective communication is fundamental to enhancing and promoting a positive culture and climate among the school, families, and the wider community. ISAAC actively encourages families to join the ISAAC Parent-Teacher Organization (PTO) to foster greater involvement and collaboration. To ensure consistent and timely communication, the school administrators provide weekly updates to families with important events and highlights. In addition, ISAAC utilizes School Messenger, letters, and text messages to provide timely and accessible access to school information for ISAAC families. All educators are also required to make positive contact with all of their students' families at least once a quarter. To ensure that we are meeting the needs of our community, ISAAC conducts surveys three times a year, seeking feedback regarding school communication, academics, and safety. Through these comprehensive communication channels and strategies, ISAAC aims to maintain a strong partnership with its families and continuously improve the overall school experience for its students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Interdistrict School for Arts and Communication has undergone many efforts to foster a more inclusive and equitable learning environment and reduce racial, ethnic, and economic isolation. One of the strategies we have used is to provide our faculty, staff, and administrators with diversity and inclusion training with a focus on cultural competency and implicit bias to understand and address the unique challenges and needs of students from diverse backgrounds. We have also partnered with the Anti-defamation League to become a “No Place for Hate” school that helps build a learning community of inclusivity, respect, and equity.

Additionally, we have made several attempts at community outreach to actively engage with our families and develop partnerships with community organizations through our after-school programming and recently acquired grants. This helps our students and families feel connected to the school, as evidenced by our recent increased parental engagement survey results. We also actively engage parents and community members through regular communication from our weekly newsletters (English and Spanish versions), social media updates, and regular calls from the school. Families are also encouraged to become involved in the decision-making processes by inclusion in organizations like the Parent Teacher Organization. Lastly, families are encouraged to come to the school to participate in school events like our theater, music, and band performances.

Our administrative team regularly meets to conduct equity audits of our disciplinary, attendance, and academic data to ensure equity. We regularly collect and analyze data related to student demographics, academic achievement, attendance, and exclusionary discipline to identify disparities and assess the effectiveness of implemented strategies. This data-driven approach helps us to identify areas that require further attention and measure progress over time. We have also increased our minority staff and hired additional bilingual, academic, and behavioral interventionists.

We are dedicated to addressing racial, ethnic, and economic isolation and know it is an ongoing process that requires sustained commitment and collaboration from all stakeholders.

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Equitable Allocation of Resources among District Schools

Ensuring equitable allocation of resources at the Interdistrict School for Arts and Communication is crucial to provide all students with opportunities and support their educational and artistic growth. Some key considerations and strategies that can be implemented to achieve equitable resource allocation are the following:

- Needs Assessment: Conduct a comprehensive needs assessment to identify the specific requirements of different student populations. This assessment will help in understanding the unique needs of the students and inform resource allocation decisions.

- Transparent Budgeting: Maintain transparency in the budgeting process by clearly communicating how resources are allocated and involving stakeholders, including students, parents, teachers, and administrators. This ensures that all parties are aware of the available resources and how they will be distributed.

- Adequate Funding: Advocate for adequate funding to support our students. This can involve writing grants to secure additional funding for the school. Sufficient resources enable the school to provide quality programs, materials, and facilities for all students.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	2	33.3	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	33.3	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	2	33.3	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	6		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.