

**VI.A.**

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**TO BE PROPOSED:**

May 6, 2015

**RESOLVED**, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Interdistrict School for Arts and Communication from July 1, 2015, through June 30, 2020, subject to the conditions noted in the Commissioner's May 6, 2015, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of \_\_\_\_\_, this sixth day of May, Two Thousand Fifteen.

Signed: \_\_\_\_\_

Dianna R. Wentzell, Secretary  
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION**  
**Hartford**

**TO:** State Board of Education

**FROM:** Dr. Dianna R. Wentzell, Commissioner of Education Designate

**DATE:** May 6, 2015

**SUBJECT:** Renewal of State Charter – Interdistrict School for Arts and Communication, New London

**Introduction**

In accordance with subsection (g) of Section 10-66bb of the Connecticut General Statutes (C.G.S.), charters may be renewed, upon application, in accordance with the provisions for the granting of new charters. The State Board of Education (SBE) may renew a charter for a period of up to five years. The SBE makes renewal decisions based on evidence of:

1. *School Performance:* Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. *Stewardship, Governance, and Management:* Is the school financially and organizationally healthy and viable?
3. *Student Population:* Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations?
4. *Legal Compliance:* Is the school acting in compliance with applicable laws and regulations?

The Connecticut State Department of Education (CSDE) and SBE carefully evaluate qualitative and quantitative evidence and longitudinal data aligned to the four performance standards outlined above when making charter renewal decisions. The charter performance framework drives the CSDE's charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations. From inception to renewal, charter schools must abide by the CSDE's charter school accountability procedures and performance framework. Charter monitoring takes place through annual reporting, meetings, correspondence, and site visits, as appropriate. In accordance with C.G.S. § 10-66bb(g), a charter may be renewed, upon application, if the charter school has demonstrated satisfactory performance relative to the four performance standards.

Based on an evaluation of Interdistrict School for Arts and Communication (ISAAC), the CSDE seeks the SBE's approval to renew ISAAC's charter for a period of five years. ISAAC increases quality educational options for families in New London and surrounding communities. In 2013, ISAAC

achieved a School Performance Index (SPI) of 70.0, whereas New London’s District Performance Index (DPI) was 61.4. ISAAC was recently recognized as one of Connecticut’s Schools of Distinction. ISAAC maintains strong demand and support from the community, as evidenced by a waitlist of over 75 students each year for the past five years.

### History/Background

ISAAC opened in 1997 in the City of New London. ISAAC currently serves 262 students in Grades 6 through 8. Table 1 provides 2014-15 student enrollment and demographic data. The majority of students (163 students) reside in New London, and the remaining students come from 10 area towns. ISAAC’s mission is to “inspire excellence through arts and project-based learning in a collaborative, multicultural community.” ISAAC is designed to promote inquiry and hands-on student learning. Classrooms are student-centered, and teachers guide and facilitate learning through explicit targets and authentic, real-world activities. ISAAC implements the Expeditionary Learning (EL) model with fidelity, a proven inquiry-based, hands-on approach, and integrates visual arts, music and performing arts, and technology across the school’s core curricula. ISAAC has established school-wide CREW values (i.e., Citizenship, Respect, Enthusiasm, and Work hard), creating high expectations for students and adults. ISAAC promotes student engagement through outdoor expeditions and the Extended Day Learning Academy (I-EXL). Individualized Student Success Plans engage all students in goal-setting, promoting academic, developmental, and postsecondary college and career success. Based on the CSDE’s review of the charter, the school is satisfactorily achieving its mission.

<b>Table 1. 2014-15 Student Enrollment and Demographic Information</b>	
Grades served:	6-8
Total enrollment:	262
Percentage of students qualifying for free or reduced-price meals:	65%
Percentage of special education students:	15%
Percentage of students with limited English proficiency:	12%
Percentage of minority students:	76%
Percentage of Black students:	14%
Percentage of Hispanic students:	49%
Percentage of Caucasian students:	24%
Percentage of Other students	13%

### Charter Renewal Process

*Application for Renewal of Charter:* The CSDE accepted an application for the renewal of ISAAC on November 21, 2014. The application detailed the charter school’s progress, operations, and achievement in relation to the CSDE’s charter school performance standards: (a) school performance; (b) stewardship, governance, and management; (c) student population; and (d) legal compliance. ISAAC submitted data and evidence to substantiate the charter school’s written responses.

A state-appointed renewal team comprised of CSDE staff with expertise in curriculum, assessments, special education, school management, finance, and school governance reviewed the renewal application and asked for clarification and additional information, where necessary. Overall, the team determined that the application responded effectively to the areas required and provided sufficient supporting evidence.

Renewal Site Visit: On February 4, 2015, the CSDE renewal team conducted an on-site visit at ISAAC. The purpose of the renewal site visit was to observe charter school programs, policies, practices, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems. Evidence was collected through site visit observations, document reviews, interviews, and focus groups. The team spoke with board members, administrators, staff, and parents and community members. The team used this process to ensure the school is functioning in compliance with the law and the school's mission. The team verified the responses detailed in the renewal application regarding compliance with the law and the CSDE's performance framework and accountability plan.

Invitation for Written Comment: The CSDE solicited written comments on the renewal of ISAAC from the Superintendent of New London and from contiguous school districts: Waterford and Groton. No superintendent provided a written comment on the renewal of the charter school.

Public Hearing: Robert Trefry, member of the SBE, and CSDE staff held a public hearing on March 11, 2015, in New London and heard from nine individuals on the potential renewal of ISAAC and the impact it is having on the community. Public hearing participants included members from the ISAAC community, including family members, students, school staff, and community members. In total, over 33 people attended the public hearing. The responses generated during the public hearing were overwhelmingly positive, both in terms of the impact the charter school has had on the community and support for ISAAC in the context of school choice.

### **Renewal Site Visit Findings and Follow-Up Activities**

As required by law, the CSDE's renewal review focused on the following areas: (a) school performance; (b) stewardship, governance, and management; (c) student population; and (d) legal compliance. Data and information contained in this section speak to ISAAC's performance and success according to these four areas. The following section and the Charter Renewal Report highlight school strengths and areas for continued growth. ISAAC has satisfactorily begun to remedy issues identified by the CSDE during its February 4, 2015, site visit.

School Performance: The CSDE reviewed ISAAC's student achievement and school climate data, as well as progress toward mission-specific goals to determine its track record in improving student performance. First, the CSDE looked at student achievement, including overall school performance, performance trends over time, performance by content area, and performance by subgroup. Also, the CSDE examined performance relative to the host district. Table 2 provides a summary of student achievement data. ISAAC demonstrates strong performance, supporting the renewal of the school's charter. ISAAC's 2013 SPI was 70.0, outperforming New London, the host and majority sending district. In 2013, New London's overall DPI was 61.4. ISAAC is currently classified as a "Transitioning" school. ISAAC was recognized by the CSDE as a School of Distinction based on its most recent assessment data.

<b>Table 2: School Achievement Data</b>			
<b>Performance Metric:</b>	<b>2010-11:</b>	<b>2011-12:</b>	<b>2012-13:</b>
Overall SPI:	72.3	65.0	70.0
Overall host district DPI:	55.3	61.0	61.4
Math SPI:	69.0	63.0	64.1
Math host district DPI:	56.0	60.3	60.6
Reading SPI:	77.3	68.3	75.7
Reading host district DPI:	50.9	58.3	56.5
Writing SPI:	70.4	66.1	72.5
Writing host district DPI:	64.3	69.6	72.7
Black/African American SPI:	69.9	60.7	65.3
Black/African American host district DPI:	53.9	59.3	60.7
Hispanic/Latino SPI:	68.4	56.5	62.0
Hispanic/Latino host district DPI:	51.4	57.3	58.3
EL SPI:	N/A	42.9	38.6
EL host district DPI:	36.4	39.3	41.5
FRL SPI:	66.4	58.3	62.0
FRL host district DPI:	55.4	61.0	59.5
Special education SPI:	46.1	38.8	44.3
Special education host district DPI:	24.2	29.3	28.8

N/A: N<20 students.

Second, the CSDE looked at school culture and climate data, including student attendance, student chronic absenteeism, and behavioral incidents. Table 3 provides a summary of school climate data. ISAAC fosters a positive school culture and climate, supporting the renewal of the school's charter. ISAAC's 2013-14 average daily student attendance rate was 95%, and the student chronic absenteeism rate was 11.2%. In 2013-14, New London's average daily attendance rate was 94%, and the district had a chronic absenteeism rate of 21%. While ISAAC's chronic absenteeism rate is lower than its host district's, ISAAC's chronic absenteeism rate exceeds the state average of 10.7%. As a charter school, ISAAC has the opportunity to innovate and cultivate best practices to address chronic absenteeism.

Rates of in- and out-of-school suspensions (i.e., number of incidents as a proportion of total student enrollment) at ISAAC are lower than those of New London, the majority sending district. In 2013-14, the percentage of students at ISAAC with one or more suspension was 13.8%, compared to 19.7% in New London, but exceeded the statewide average of 7.5%.

**Table 3: School Climate Data**

<b>Performance Metric:</b>	<b>2010-11:</b>	<b>2011-12:</b>	<b>2012-13:</b>	<b>2013-14:</b>
Average daily attendance rate:	95.3%	95.4%	95.3%	94.8%
Chronic absenteeism rate:	N/A	8.8%	9.7%	11.2%
Number of in-school suspensions:	37	122	37	26
Number of out-of-school suspensions:	*	34	19	33
Suspension rate (% students with 1+ suspension):	12.6%	28.8%	16.8%	13.8%
Number of expulsions:	0	0	0	*

\*N<5 students; N/A: The CSDE did not collect chronic absenteeism data in 2010-11.

*Stewardship, Governance, and Management:* ISAAC’s certified financial audit uncovered no deficiencies. ISAAC’s organizational structure, leadership, and staffing allow the school to successfully fulfill its mission and goals. The Board of Directors is in the process of updating ISAAC’s policies and procedures, including check authorization amounts; purchasing procedures and thresholds; and financial hierarchy of approvals, including the review of debit card transactions.

*Student Population:* In 2012, the General Assembly amended C.G.S. § 10-66bb(g) to require charter schools to make efforts to effectively attract, enroll and retain a diverse student population. All students are enrolled into ISAAC through a blind lottery process. According to October 2014 demographic data, students from minority groups represent 76% percent of ISAAC’s population, compared to 81% of New London’s population, which represents the majority sending district; 65% of ISAAC’s students are eligible for free or reduced-priced meals, compared to 78% in New London; 15% of students were identified as needing special education services, compared to 17% in New London; and 14% of students were identified as English learners, compared to 23% in New London.

ISAAC diversifies its student population by recruiting just over half of its students from New London and the remainder from surrounding suburbs. Table 4 summarizes student waitlist and mobility information. ISAAC maintains a sizable waitlist of families seeking enrollment in the school beyond the available number of seats. In 2014-15, 96 students were on the waitlist. The waitlist has included over 75 students each year for the past five years.

**Table 4: Student Waitlist and Mobility Information**

<b>Performance Metric:</b>	<b>2011-12:</b>	<b>2012-13:</b>	<b>2013-14:</b>
Waitlist number:	105	139	138
Number of enrolled students who left during the school year:	12	9	19
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	7	13	12

Pending annual SBE approval and legislative appropriations, ISAAC proposes the following enrollment and growth plan (see Table 5). The number of students served will be determined based on available funding and school performance.

<b>Table 5. Preliminary Growth Projections</b>															
SY	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-2016								90	89	83					262
2016-2017								90	89	83					262
2017-2018								90	89	83					262

*Legal Compliance:* It is imperative that charter schools – as with all other public schools – adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families. ISAAC is in the process of updating policies to comply with the new CSDE administrative oversight guidelines (i.e., anti-nepotism, background checks, conflict of interest). Based on the renewal application, site visit, and interviews, it appears that ISAAC is in compliance with all current applicable laws and regulations.

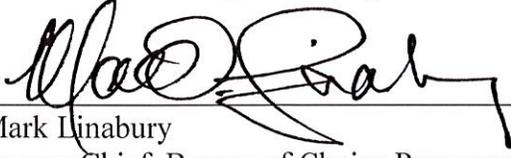
**Recommendation with Conditions**

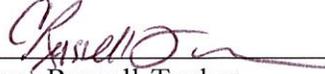
ISAAC provides its students and their families from New London, East Hampton, Groton, Ledyard, Lyme, Montville, North Stonington, Norwich, Preston, Stonington, and Waterford with a high-quality public school education. The data demonstrate the school is satisfactorily achieving its mission and successfully closing Connecticut’s achievement gap. Based on the record of student achievement of ISAAC and the CSDE’s evaluation of the charter, the CSDE recommends that the SBE renew the school’s charter for a period of five years.

While ISAAC is serving its students very well academically, the rate of chronic absenteeism exceeds the 10.7% state average. By September 30, 2015, the CSDE will require ISAAC to submit a plan to target and address chronic absenteeism by: (a) isolating the root causes of chronic absenteeism; (b) identifying interventions to target root causes; and (c) monitoring interventions and applying midcourse corrections, as necessary. Additionally, ISAAC must submit its year-to-date chronic absenteeism rate to the CSDE twice annually, once in September via the annual reporting process and again at the midyear in January. The CSDE will work with ISAAC to establish reasonable growth targets, and ISAAC must participate in relevant technical assistance organized by the CSDE.

If approved, in the 2015-16 school year, ISAAC will provide a high-quality public education to 262 students in Grades 6 through 8.

Prepared by:   
Robert E. Kelly  
Charter School Program Manager

Reviewed by:   
Mark Linabury  
Bureau Chief, Bureau of Choice Programs

Approved by:   
Charlene Russell-Tucker  
Chief Operating Officer



## CHARTER RENEWAL REPORT | SPRING 2015

Charter School Information:						
Charter School Name:	Interdistrict School for Arts and Communication (ISAAC)					
School Director:	David C. Howes					
School Board Chairperson:	Steven Castagnaro					
Location (City/Town):	New London, CT					
Rating Key:						
<b>Meets/Exceeds (M/E):</b> The school meets or exceeds performance expectations with minor, if any, concerns noted; the school can remedy any concerns.						
<b>Approaches (A):</b> The school approaches performance expectations; the school review generates moderate concerns with actions required by the school.						
<b>Falls Below (FB):</b> The schools falls below performance expectations with significant concerns noted, which require immediate attention and intervention.						
Standard 1: School Performance Indicators			FB	A	M/E	Points / Max
1.1. Student Achievement, Growth, and Gap Closure					✓	4 / 4
1.2. Mission-Specific Goals					✓	4 / 4
1.3. School Culture and Climate					✓	4 / 4
1.4. Instruction					✓	4 / 4
1.5. Academic Program					✓	4 / 4
1.6. Supports for Special Populations					✓	4 / 4
Notes and Evidence:						
<ul style="list-style-type: none"> <li> <p>● <b>Indicator 1.1:</b> Based on the most recent Connecticut Mastery Test (CMT) administration in 2013, ISAAC achieved an overall School/District Performance Index (SPI/DPI) of 70.0. ISAAC substantially outperformed New London, the host and majority sending district. In 2013, New London’s overall DPI was 61.4. ISAAC was recognized as one of Connecticut’s Schools of Distinction. In spring 2014, Connecticut’s schools piloted the new Smarter Balanced Assessments (i.e., test to replace the CMT) in mathematics and reading for non-accountability purposes. Schools statewide continued administration of CMT science assessments. On 2014 CMT science assessments, 60% of Grade 8 students scored at or above proficient, compared to 44% of Grade 8 students in New London. ISAAC is currently classified as a “Transitioning” school.</p> </li> <li> <p>● <b>Indicator 1.2:</b> ISAAC has established unique school goals in the areas of increasing student diversity; developing students’ writing skills; and implementing the Expeditionary Learning (EL) model with fidelity, including academic and character development targets. ISAAC’s administrators, grade-level data teams, and Board of Directors regularly review data to monitor school progress relative to academic and nonacademic goals.</p> </li> <li> <p>● <b>Indicator 1.3:</b> ISAAC’s 2013-14 average daily student attendance rate was 95%, and the student chronic absenteeism rate was 11.2%. In 2013-14, New London’s average daily attendance rate was 94%, and the district had a chronic absenteeism rate of 21%. ISAAC maintains a positive school climate using the Responsive Classroom and EL models. In 2013-14, the percentage of students at ISAAC with one or more suspension was 13.8%, compared to 19.7% in New London and 7.5% statewide. ISAAC has</p> </li> </ul>						

established school-wide CREW values (i.e., Citizenship, Respect, Enthusiasm, and Work hard), creating high expectations for students and adults. ISAAC emphasizes modeling, practicing, monitoring, and celebrating CREW behaviors. The Dean of Students, Guidance Counselor, and Behavior Intervention Coordinator promote positive behavior management, and create protocols for consistent behavior management. ISAAC promotes healthy lifestyles in collaboration with community partners through outdoor expeditions, the Extended Day Learning Academy (I-EXL), and the Student Support Center. To foster engagement, each student maintains a Student Success Plan with unique academic, developmental, and postsecondary goals.

- Indicator 1.4:** Instruction at ISAAC is designed to promote inquiry and hands-on student learning. Classrooms are student-centered, and teachers guide and facilitate learning through explicit targets and authentic, real-world activities. Teachers use data to inform instruction, including Measures of Academic Progress (MAP) assessment data and writing prompts. ISAAC’s Instructional Leadership Team promotes instructional effectiveness and coordinates professional learning opportunities aligned to school goals. EL also provides professional development, coaching, and online tools. Teachers engage in daily common planning to collaborate around instructional practices and student data.
- Indicator 1.5:** ISAAC implements the EL model and integrates visual arts, music and performing arts, and technology across the school’s core curricula. The EL model is a proven inquiry-based, hands-on approach. ISAAC’s curriculum is engaging and aligned to the Common Core State Standards. Teachers plan integrated projects where students explore a theme culminating in a performance-based task. ISAAC provides remedial instruction for students struggling with literacy and mathematics skills through Academy Classes; students participate in Academy Classes in addition to their regular language arts and mathematics classes. ISAAC offers enrichment and acceleration opportunities.
- Indicator 1.6:** Currently, 15% of ISAAC students receive special education services under IDEA. The majority of these students are making satisfactory progress on short-term IEP objectives and annual goals. Where students do not meet expected goals, IEPs are appropriately revised to add necessary supports.

Standard 2: Stewardship, Governance, and Management Indicators	FB	A	M/E	Points / Max
2.1. Fiscal Viability			✓	2 / 2
2.2. Financial Management		✓		1 / 2
2.3. Governance and Management		✓		1 / 2
2.4. Organizational Capacity			✓	2 / 2
2.5. Accountability Measures			✓	2 / 2
2.6. School Facility			✓	2 / 2

**Notes and Evidence:**

- Indicator 2.1:** ISAAC’s certified financial audit uncovered no deficiencies. ISAAC’s current asset ratio, total margin (net income/total revenue), and debt-to-asset ratio (total liabilities/total assets) meet or exceed ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health.
- Indicator 2.2:** ISAAC required greater delineation of financial policies and procedures, including check authorization amounts; purchasing procedures and thresholds; and financial hierarchy of approvals,

including the review of debit card transactions. ISAAC must ensure independence in the preparation of annual financial statements and notes prior to the audit. ISAAC should discontinue the practice of incorporating prior-year carryover as a revenue line item and instead show the net surplus or deficit from the prior year.

- **Indicator 2.3:** ISAAC is in the process of updating policies and by-laws to comply with new CSDE administrative oversight guidelines (e.g., anti-nepotism, conflict of interest, employee reporting relationships, background check records maintenance, Board meeting postings).
- **Indicator 2.4:** ISAAC’s organizational structure, leadership, and staffing allow the school to successfully fulfill its mission and goals.
- **Indicator 2.5:** As noted, ISAAC regularly provides its Board of Directors with data, allowing for ongoing progress and performance monitoring.
- **Indicator 2.6:** ISAAC has a safe and well-maintained school facility to support high-quality teaching and learning. ISAAC successfully completed a renovation and expansion project, enhancing the school’s gymnasium, administrative offices, stairwells, and classrooms. ISAAC is in the process of developing additional classrooms.

Standard 3: Student Population Indicators	FB	A	M/E	Points / Max
3.1. Recruitment and Enrollment Process			✓	2 / 2
3.2. Waitlist and Enrollment Data			✓	2 / 2
3.3. Demographic Representation			✓	2 / 2
3.4. Transfer/Retention Rates			✓	2 / 2
3.5. Parental and Community Support			✓	2 / 2

**Notes and Evidence:**

- **Indicator 3.1:** ISAAC currently serves 262 students in Grade 6 through 8. The school employs fair and equitable enrollment and recruitment processes. ISAAC diversifies its student population by recruiting approximately half of its students from urban districts and the remaining from surrounding suburbs. ISAAC is included in New London’s secondary school choice portfolio. ISAAC students are selected through a blind lottery. ISAAC recruits students through open house events, school tours, and strategic marketing.
- **Indicator 3.2:** ISAAC maintains a sizable waitlist of families seeking enrollment in the school beyond the available number of seats. In 2014-15, 96 students were on the waitlist. The waitlist has included over 75 students each year for the past 5 years.
- **Indicator 3.3:** Students from minority subgroups represent 76% of ISAAC’s student population, and 65% of students qualify for free or reduced-price meals. The percentage of special education students at ISAAC is 15%, and the percentage of English learners is 12%.
- **Indicator 3.4:** During the 2013-14 school year, 19 students transferred out of the school during the course of the school year, and 12 students chose not to re-enroll for next grade offered at the school. These figures are reasonable, given mobility rates in New London.



- Indicator 3.5:** ISAAC demonstrates strong community support, as evidenced by the sizable waitlist, attendance and testimony at the recent renewal hearing, family involvement at the school, and parent satisfaction. 33 individuals attended the March 11, 2015, renewal public hearing, and nine individuals offered testimony supporting the school's efforts and the renewal of its charter. ISAAC maintains strong community partnerships with the United States Coast Guard Research and Development Center, Connecticut College, Dominion Power, and other organizations.

Standard 4: Legal Compliance Indicators		Assurances:
4.1. Signed Statement of Assurances		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.2. Open Public Meetings		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Recommendation:		Total Pts / Max Pts:
Five-year charter renewal		44 / 46
<b>Prepared by:</b>	<b>Approved by:</b>	
Robert Kelly		



## INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION DATA

Table 1. 2014-15 Student Enrollment and Demographic Information	
Grades served:	6-8
Total enrollment:	262
Percentage of students qualifying for free or reduced price meals:	65%
Percentage of special education students:	15%
Percentage of students with limited English proficiency:	12%
Percentage of minority students:	76%
Percentage of Black students:	14%
Percentage of Hispanic students:	49%
Percentage of Caucasian students:	24%

Table 2: School Achievement Data			
Performance Metric:	2010-11:	2011-12:	2012-13:
Overall SPI:	72.3	65.0	70.0
Overall host District Performance Index (DPI):	55.3	61.0	61.4
Math SPI:	69.0	63.0	64.1
Math host district SPI:	56.0	60.3	60.6
Reading SPI:	77.3	68.3	75.7
Reading host district SPI:	50.9	58.3	56.5
Writing SPI:	70.4	66.1	72.5
Writing host district SPI:	64.3	69.6	72.7
Black/African American SPI:	69.9	60.7	65.3
Black/African American host district DPI:	53.9	59.3	60.7
Hispanic/Latino SPI:	68.4	56.5	62.0
Hispanic/Latino host district DPI:	51.4	57.3	58.3
EL SPI:	N/A	42.9	38.6
EL host district DPI:	36.4	39.3	41.5
FRL SPI:	66.4	58.3	62.0
FRL host district DPI:	55.4	61.0	59.5
Special education SPI:	46.1	38.8	44.3
Special education host district DPI:	24.2	29.3	28.8

<b>Table 3: School Climate Data</b>				
<b>Performance Metric:</b>	<b>2010-11:</b>	<b>2011-12:</b>	<b>2012-13:</b>	<b>2013-14:</b>
Average daily attendance rate:	95.3%	95.4%	95.3%	94.8%
Chronic absenteeism rate:	N/A	8.8%	9.7%	11.2%
Number of in-school suspensions:	37	122	37	26
Number of out-of-school suspensions:	*	34	19	33
Suspension rate (% students with 1+ suspension):	12.6%	28.8%	16.8%	13.8%
Number of expulsions:	0	0	0	*

\*N<5; N/A: The CSDE did not collect chronic absenteeism data in 2010-11.

<b>Table 4: Student Waitlist and Mobility Information</b>			
<b>Performance Metric:</b>	<b>2011-12:</b>	<b>2012-13:</b>	<b>2013-14:</b>
Waitlist number:	105	139	138
Number of enrolled students who left during the school year:	12	9	19
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	7	13	12