

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



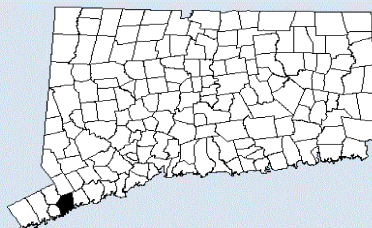
Side By Side Charter School District

203-857-0306

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	236
Per Pupil Expenditures ¹	\$13,451
Total Expenditures ¹	\$3,174,493

¹ Expenditure data reflect the 2018-19 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2019-20 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 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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	120	50.8	48.4
Male	116	49.2	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	68	28.8	12.7
Hispanic or Latino of any race	127	53.8	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	25	10.6	51.1
English Learners	23	9.7	8.3
Eligible for Free or Reduced-Price Meals	137	58.1	43.3
Students with Disabilities ³	25	10.6	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category 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

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	0	0.0	*	*
Hispanic or Latino of any race	*	*	*	*
White	*	*	*	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	*	*	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2019-20

Side By Side Charter School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	13.5
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.5
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	0.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	13.5

¹ 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.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	1	5.6	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	17	94.4	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	2.4	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	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
District	N/A	N/A
State		67.8

² 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).

District Profile and Performance Report for School Year 2019-20

Side By Side Charter School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,563,023	\$6,623	\$10,923
Support services - students	\$434,402	\$1,841	\$1,277
Support services - instruction	\$14,558	\$62	\$682
Support services - general administration	\$97,377	\$413	\$467
Support services - school based administration	\$517,888	\$2,194	\$1,021
Central and other support services	\$108,706	\$461	\$679
Operation and maintenance of plant	\$438,540	\$1,858	\$1,718
Student transportation services	.	.	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$3,174,493	\$13,451	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	.	.	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	.	.	11.1
Employee Benefits	.	.	13.0
Purchased Services Other Than Transportation	\$146,822	100.0	5.7
Special Education Tuition	.	.	22.5
Supplies	.	.	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$146,822	100.0	100.0
Percent of Total Expenditures Used for Special Education		4.6	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	4.6
State	91.9
Federal	2.5
Tuition & Other	0.9

⁴ 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).

District Profile and Performance Report for School Year 2019-20

Side By Side Charter School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Side By Side Charter School District

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	1.6%	<=5%	12.2%
	High Needs Students	1.6%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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 Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Side By Side Charter School District

Narratives

School District Improvement Plans and Parental Outreach Activities

As part of our on-going school improvement plan, school leadership and stakeholders work to maintain a specific "school-planning cycle." The school planning cycle is designed to address and counteract deficiencies identified in recent data trends, plan for enhanced student outcomes over the next several years, and provide a supportive environment for teachers that clearly articulates the relationship between the teacher evaluation system, the implementation of the Common Core State Standards and the administration of the Smarter Balanced Assessment Consortium standardized assessment. The second element is based on survey data and input from teachers during faculty meetings indicating parents come to school for fun events but are often less comfortable participating in events around student learning. One effort to marry the goals of increasing reading scores is to plan a series of interactive forums for parents and students that engage them in new curriculum practices such as close reading activities, offer opportunities for ongoing discussions about student outcomes, and improve the camaraderie and rapport of school community members and stakeholders. As part of Side By Side's efforts to communicate and engage in practices that reflect high expectations for all students, Side By Side's Special Education team is engaged with collaborative practices with general education teachers that work toward creating opportunities for our special needs population to be successful in accessing and achieving the rigors of the CCSS and their accompanying curricula. A major component of these efforts is professional development for all teachers including our Special Education teacher around the common core instructional shifts, and in particular, ways to build scaffolds to complex, grade level texts and content standards for struggling students that are reading below grade level. In addition to a community based Monthly Newsletter that is sent to all families, we are able to provide more frequently updated information via our Website and through social network devices such as Facebook, Twitter, and our "Director's Blog." All Side by Side teachers are required to develop and maintain a class "web-page." This page includes daily classroom news, homework and classwork assignments, curricular updates, as well as resourceful links for parents to use at home. Recently, Side By Side has engaged in efforts to enhance their engagement with parents around supporting their children's learning at home. These new efforts, along with longstanding efforts to help parents participate in their children's learning include, summer reading packages, parent monitored student reading logs, math game kits that are curriculum embedded and common core aligned, iPad and Android app recommendations, and an open door policy during the school day and outside school hours. Additionally, classroom specific parent learning nights offer opportunities for parents to learn what occurring in the classroom, to see student work, and learn about instructional strategies and learning activities they can engage in with their children at home. School wide parent forums on teaching and learning also support this process.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Side by Side Charter School is an urban/suburban, regional, public charter school. As a "school of choice," our students come from many communities, all very different from each other. The very nature of Side by Side lends itself to a respect for diversity and an understanding of many cultures. At Side by Side, the curriculum is structured to reflect and enhance the diversity of our students and to promote each individual's unique gifts and talents. In accordance with our charter, our student body will consistently represent the ethnic, racial and socioeconomic diversity of the residing towns of our students. Currently, 14% of our students came from towns outside of Norwalk (our host district). Our student population is approximately 73% minority. In addition to the curricular opportunities that lend themselves to racial and socioeconomic diversity, there are a variety of extra-curricular activities. Programs that the school offers and/or mandates as well. For example, monthly R.I.S.E. Themed All-School Meetings, addressing Respect, Independence, Social Justice, and Empathy; Scholarship resources for students to attend summer programs such as Horizons, Westport Arts Center, Earthplace, etc., after-school, "Extended Day" program- offerings integrate community building and cultural education. A highlight here is the long trip to Nature's Classroom, for 6th and 7th graders where they engage in hands-on, experiential community building activities to promote tolerance. We hold ESL classes for adults through our Family Resource Center, which takes place on Saturday mornings, and we provide in-house Spanish-English translation for our Child Study Team meetings and parent workshops. A new highly celebrated event is our International Night, where families come together to share meals, potluck style, from their favorite cultural recipes.

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Equitable Allocation of Resources among District Schools

N.A- Side by Side is a public Charter School LEA; Side by Side Charter School is the only school within the district