

STRATEGIC SCHOOL PROFILE 2007-08

Single Elementary School District Edition

Side by Side Community School
Side by Side Community School District

MATTHEW E. NITTOLY, Director

Telephone: (203) 857-0306
 Telephone: (203) 857-0306
 Location: 10 Chestnut Street
 Norwalk,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220© 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.

COMMUNITY DATA

County: Fairfield
 Town Population in 2000: N/A
 1990-2000 Population Growth: N/A
 Number of Public Schools: 1

Per Capita Income in 2000: N/A
 Percent of Adults without a High School Diploma in 2000*: N/A
 Percent of Adults Who Were Not Fluent in English in 2000*: N/A
 District Enrollment as % of Estimated Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

TYPE OF SCHOOL

School Type: Charter
 School Grade Range: PK- 8
 Instructional Focus: Social Justice Theme/Constructivism

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 230
 5-Year Enrollment Change: 1.8%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	92	40.0	N/A	33.1
K-12 Students Who Are Not Fluent in English	14	7.2	N/A	7.3
Students Identified as Gifted and/or Talented	0	0.0	N/A	2.3
Students with Disabilities	21	9.1	N/A	10.8
Kindergarten Students who Attended Preschool, Nursery School or Headstart	23	100.0	N/A	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	147	85.5	N/A	86.8
Homeless	0	0.0	N/A	0.2

PROGRAM AND INSTRUCTION

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.

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	951	987

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	17
English Language Arts	216	425
Family and Consumer Science	0	1
Health*	20	23
Library Media Skills	0	18
Mathematics	144	199
Music	36	33
Physical Education	52	40
Science	144	97
Social Studies	138	92
Technology Education	0	1
World Languages	72	10

*Interdisciplinary Approach

Type of Kindergarten: This school offers full-day kindergarten.

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 5 in this school. Statewide, 18.4% of elementary and middle schools that serve Grade 5 start world language instruction by this grade.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	100.0	31.2
World Language	100.0	46.4

Average Class Size	School	DRG	State
Kindergarten	23.0	N/A	18.1
Grade 2	24.0	N/A	19.3
Grade 5	20.0	N/A	20.9
Grade 7	18.0	N/A	20.5

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	7.2	N/A	7.1
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	N/A	79.1

LIBRARY AND COMPUTERS

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

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	2.9	N/A	3.4
% of Computers with Internet Access	100.0	N/A	98.3
% of Computers that are High or Moderate Power	100.0	N/A	91.7
# of Print Volumes Per Student*	0.0	N/A	27.7
# of Print Periodical Subscriptions	0	N/A	16

*This school does not have its own library.

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	13.90
Paraprofessional Instructional Assistants	13.50
Special Education: Teachers and Instructors	0.00
Paraprofessional Instructional Assistants	1.00
Library/Media Specialists and Assistants	0.50
Administrators, Coordinators, and Department Chairs District Central Office School Level	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	7.00

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	9.7	N/A	13.2
% with Master's Degree or Above	80.0	N/A	77.9
Attendance, 2006-07: Average Days Absent Due to Illness or Personal Time	6.6	N/A	8.7
% Assigned to Same School the Previous Year	86.7	N/A	72.5

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.

The Side by Side Community School website has seen several enhancements and additions during the past several years. Now, in addition to a community based Weekly Newsletter that is sent to all families, we are able to provide more frequently updated information via the Web. 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.

In addition, by having a full-time school Social Worker, Parent Coordinator and Title I instructional support/ELL teacher we are consistently involved in helping parents learn more about the many ways they can help with their child's success.

As part of our Family Resource Program, our parent Coordinator and Social Worker hold weekly "playgroups" for parents and toddlers as a means of providing a positive social atmosphere for families prior to the start of a formalized education program. In addition, our teachers, administrative staff and Social Worker conduct student/family 'home-visits' on an as-needed, requested basis.

Our SPT (School Planning Team), which is comprised of student, teacher and parent members, have an annual goal of measuring the needs of our families through both formal and informal surveying. Based on the feedback received, the SPT holds monthly Parent Forums to address the topics requested by our families. After researching the feedback, experts in the fields requested are invited and hired to present to our families and to provide additional resources. Recent topics have included: Safetalk for parents (talking to children about drug prevention), 'Courage to Speak' Family night, Developmental Psychology-positive discipline/how to help your children through times of stress, Using Improv to improve parent/child communications, and much more.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	23	10.0
Black	76	33.0
Hispanic	72	31.3
White	59	25.7
Total Minority	171	74.3

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 22.7% 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 7.

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.

Side by Side Community 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.

Our "in-depth" approach towards studying Social Studies helps to give students a genuine understanding of the world around them. We not only prepare them to achieve in school, but also in developing appreciative-attitudes and skills needed to succeed amongst a diverse group of peers. 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 "Themed" All-School meetings (addressing social justice, tolerance, friendship, respect, etc.)
 - Scholarship resources are coordinated for students to attend summer programs such as Horizons, 'Achieve' Program, Westport Arts Center, etc.
 - Social Learning Theatre and Improv--for Middle School Children
 - Conflict Resolution training by Domestic Violence Crisis Center
 - After-school, "Extended Day" program- offerings integrate community building and cultural education
 - Grade 6 & 7 week long trip to Nature's Classroom- hands on, experiential, community building activities to promote tolerance amongst children
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STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	4.5	33.8	3.2
Grade 6	4.5	35.4	2.6
Grade 8	37.5	37.0	52.0

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

Connecticut Mastery Test, Fourth Generation, % Meeting State 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	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	39.1	52.0	13.5
Writing	47.8	63.4	8.6
Mathematics	26.1	60.0	2.5
Grade 4 Reading	27.3	55.9	4.4
Writing	63.6	62.9	35.2
Mathematics	22.7	60.3	1.9
Grade 5 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Grade 6 Reading	58.3	66.3	17.3
Writing	33.3	61.9	4.2
Mathematics	33.3	66.4	5.4
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	State Elementary Schools
% Present on October 1	96.5	96.4

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 2006-07 school year, 29 students were responsible for these incidents. These students represent 12.3% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	5	0
Theft	0	0
Physical/Verbal Confrontation	16	1
Fighting/Battery	9	0
Property Damage	0	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	25	0
Total	57	1

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	N/A	N/A
Private Schools or Other Settings	N/A	N/A

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal. The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. 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. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	N/A	N/A	46.2	62.1
Writing	N/A	N/A	39.5	63.0
Mathematics	N/A	N/A	31.9	62.7
Science	N/A	N/A	34.4	56.8

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	N/A
	% With Accommodations	N/A
	% Assessed Using Skills Checklist	N/A

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$1,122	\$4,777	\$7,141	N/A	\$7,159
Instructional Supplies and Equipment	\$57	\$241	\$314	N/A	\$266
Improvement of Instruction and Educational Media Services	\$48	\$205	\$219	N/A	\$429
Student Support Services	\$304	\$1,295	\$732	N/A	\$761
Administration and Support Services	\$338	\$1,438	\$1,370	N/A	\$1,271
Plant Operation and Maintenance	\$432	\$1,840	\$1,146	N/A	\$1,322
Transportation	\$0	N/A	\$575	N/A	\$601
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$62	N/A	\$145
Total	\$2,302	\$9,795	\$12,187	N/A	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$0	\$0	\$1,737	N/A	\$1,882

Special Education Expenditures

Total Expenditures	N/A
Percent of Total PK-12 Expenditures Used for Special Education	N/A

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	0.0	92.7	1.7	5.6
Excluding School Construction	0.0	83.0	1.7	15.3

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The overall goal of Side by Side Community School is that all students will demonstrate educational achievement in the classroom as measured by scores on the Connecticut Mastery Tests, performance based assessments, and vertically aligned common formative assessments at all grade levels. Furthermore, we hope all students continue to demonstrate longitudinal progress during their course of enrollment at Side by Side.

Recent Cohort Analyses showed that students who remained at Side By Side school from 4th grade through 8th grade (12 students in 2006) demonstrated significant educational progress, as evidenced by their scores on the Connecticut Mastery Test. In 2002 as 4th grade students, only 1 of the 12 students in this cohort-group performed at the state's 'goal' level in all three areas tested on the CMTs (Math, Reading, Writing). By 2006, as 8th grade students, 7 of the same 12 students had now performed in the 'goal' range on all three tested areas. In addition, all 12 of the students in this group showed specific individual progress as shown by their test scores.

In addition to the accomplishments identified by our student scores, we have also been able to utilize student assessment data to determine areas in need of improvement. In consultation with the State Department of Education, parents and staff, in 2007 a Side by Side School Improvement Team was formed in an effort to distinguish areas in need of further development and expansion in relation to curriculum and instruction. During the 2007-2008 school year, several initiatives in the areas of curriculum alignment, formative assessment, and data driven decision making were created and implemented. Professional development, collaborative time, and administrative support and guidance were provided to address these three focus areas, as well as stipends for faculty interested in doing summer work around aligning curriculum and common formative assessments. Additionally, teachers and administration began training and implementation in each of the Connecticut Accountability for Learning Initiative modules, and continue to be supported by a consultant from Cooperative Educational Services. The overarching principle of this initiative, which is that student achievement should inform all levels of instruction and assessment, is being incorporated into the culture of the school.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Inherent in the mission of Side by Side Community School is our commitment to support families, promote a sense of community and social justice, and to continually improve the quality of instruction. We continue to offer both our 'Early Room and 'Extended Day' programs as one of the many aspects of our "Family Resource Center." Our enrollment and activities are continually enhanced in both of these programs. This is a valuable part of our school's offerings, as our community is made up of working parents in need of quality care for their children both before and after school. These services are provided at a nominal fee.

We also offer a full-day Pre-Kindergarten program for both 3 and 4 year olds. Our pre-school offers a rich curriculum appropriate for children of this age, the opportunity to interact positively with other children, good nutrition, healthy exercise and rest.

All students in Grades 5-8 take part in an "Academies" program for 3 hours/week. These Academies allow for students to participate in elective, enrichment activities every Friday afternoon, as part of their regular school day. This program has proved very popular with both students and parents and will continue in our future. Cooking, Drama, Computer-Technology, Power-walking, knitting and chess are examples of some of the more popular offerings. Community service opportunities for students are incorporated into a number of these activities.
