

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

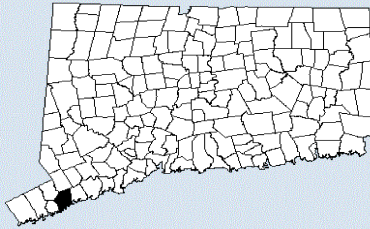


## Side By Side Charter School District

203-857-0306

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	236
Per Pupil Expenditures <sup>1</sup>	\$11,899
Total Expenditures <sup>1</sup>	\$2,796,210

<sup>1</sup>Expenditure data reflect the 2014-15 year.

### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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 ensure student confidentiality.

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

## Students

### October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	118	50.0	48.3
Male	118	50.0	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	69	29.2	12.8
Hispanic or Latino	107	45.3	23.0
Pacific Islander	*	*	0.0
Two or More Races	13	5.5	2.7
White	37	15.7	55.9
English Learners	14	5.9	6.4
Eligible for Free or Reduced-Price Meals	100	42.4	38.0
Students with Disabilities <sup>1</sup>	19	8.1	13.7

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>	Suspension/ Expulsion <sup>3</sup>
	Count Rate (%)	Count Rate (%)
Female	* *	* *
Male	* *	* *
Black or African American	* *	* *
Hispanic or Latino	* *	* *
White	* *	* *
English Learners	0 *	* *
Eligible for Free or Reduced-Price Meals	* *	* *
Students with Disabilities	* *	* *
District	8 4.2	10 4.4
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

<sup>2</sup>A student is chronically absent if he/she misses 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.

<sup>3</sup>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 2015-16

## Side By Side Charter School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	13.5
Paraprofessional Instructional Assistants	12.5
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.0
School Level	0.0
<b>Library/Media</b>	
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	1.0
Other Staff Providing Non-Instructional Services/Support	12.5

<sup>1</sup>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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	18	100.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.5	9.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	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		68.8

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Side By Side Charter School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,525,600	6,492	9,387
Instructional Supplies and Equipment	83,172	354	318
Improvement of Instruction and Educational Media Services	4,818	21	541
Student Support Services	281,933	1,200	1,048
Administration and Support Services	588,743	2,505	1,790
Plant Operation and Maintenance	311,944	1,327	1,608
Transportation	0	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	0	0	194
<b>Total</b>	<b>2,796,210</b>	<b>11,899</b>	<b>15,762</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
<b>Total Expenditures</b>	<b>0</b>	<b>0.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	93.6	88.0
Federal	1.9	1.9
Tuition & Other	4.5	10.1

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	37	65.0	37	61.4	13	*
Hispanic or Latino	62	71.0	62	67.0	18	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	20	75.5	19	*	7	*
English Learners	10	*	10	*	*	*
Non-English Learners	120	70.9	119	67.1	*	*
Eligible for Free or Reduced-Price Meals	69	67.4	69	65.5	22	52.4
Not Eligible for Free or Reduced-Price Meals	61	72.7	60	66.3	21	53.4
Students with Disabilities	13	*	12	*	*	*
Students without Disabilities	117	71.0	117	67.5	*	*
High Needs	78	66.8	77	63.9	25	51.9
Non-High Needs	52	74.5	52	68.9	18	*
District	130	69.9	129	65.9	43	52.9

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	83.3	90.0	100.0	N/A	65	90.8
Curl Up	83.3	60.0	100.0	N/A	65	81.5
Push Up	75.0	60.0	85.7	N/A	65	73.8
Mile Run/PACER	50.0	65.0	66.7	N/A	65	60.0
All Tests - District	37.5	40.0	66.7	N/A	65	47.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Side By Side Charter School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	69.9	75	46.6	50	93.2	67.7
	High Needs Students	66.8	75	44.5	50	89.1	56.7
Math Performance Index	All Students	65.9	75	43.9	50	87.9	61.4
	High Needs Students	63.9	75	42.6	50	85.2	49.9
Science Performance Index	All Students	52.9	75	35.3	50	70.6	57.5
	High Needs Students	51.9	75	34.6	50	69.1	47.0
ELA Academic Growth	All Students	60.3%	100%	60.3	100	60.3	63.8%
	High Needs Students	59.0%	100%	59.0	100	59.0	58.3%
Math Academic Growth	All Students	75.4%	100%	75.4	100	75.4	65.0%
	High Needs Students	71.3%	100%	71.3	100	71.3	57.4%
Chronic Absenteeism	All Students	4.2%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	2.9%	<=5%	50.0	50	100.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0%   47.7%	75%	31.8	50	63.6	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>645.3</b>	<b>850</b>	<b>75.9</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	74.5	66.8	7.7	16.5	
Math Performance Index Gap	68.9	63.9	5.0	18.9	
Science Performance Index Gap	.	51.9	.	17.2	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	99.2
	High Needs Students	98.7
Science	All Students	100.0
	High Needs Students	100.0

<sup>3</sup>Minimum participation standard is 95%.

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

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: \***      **State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2015-16

## Side By Side Charter School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

As part of our school improvement plans, school leadership and stakeholders are in the process of implementing a new 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 3-4 years, and provide a supportive environment for teachers that clearly articulates the relationship between the new teacher evaluation system (SEED), 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.

# District Profile and Performance Report for School Year 2015-16

## Side By Side Charter School District

### **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.