

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



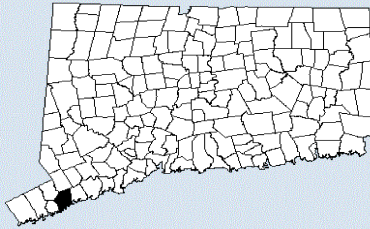
Side By Side Charter School District

203-857-0306

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	235
Per Pupil Expenditures ¹	\$12,104
Total Expenditures ¹	\$2,844,368

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#).
 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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	117	49.8	48.3
Male	118	50.2	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	13	5.5	4.7
Black or African American	70	29.8	12.9
Hispanic or Latino	101	43.0	22.1
Pacific Islander	*	*	0.0
Two or More Races	*	*	2.5
White	37	15.7	57.2
English Language Learners	15	6.4	6.3
Eligible for Free or Reduced-Price Meals	115	48.9	37.6
Students with Disabilities ¹	15	6.4	13.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	11	11.5	*	*
Male	8	8.2	*	*
Black or African American	*	*	*	*
Hispanic or Latino	11	13.1	*	*
White	*	*	*	*
English Language Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	8	9.1	6	5.1
Students with Disabilities	*	*	0	0.0
District	19	9.8	7	3.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 0

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	12.5
Paraprofessional Instructional Assistants	12.5
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.5
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
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	1.0
Other Staff Providing Non-Instructional Services/Support	12.5

¹In 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	0.0
White	16	100.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.4	9.2

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	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		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.4
Other Health Impairment	0	0.0	2.6
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,572,555	6,692	9,134
Instructional Supplies and Equipment	60,175	256	334
Improvement of Instruction and Educational Media Services	11,972	51	498
Student Support Services	340,100	1,447	1,001
Administration and Support Services	575,220	2,448	1,694
Plant Operation and Maintenance	284,346	1,210	1,572
Transportation	0	.	813
Costs of Students Tuitioned Out	.	N/A	N/A
Other	0	0	186
Total	2,844,368	12,104	15,289

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.2
Purchased Services	0	0.0	5.2
Tuition to Other Schools	0	0.0	22.0
Special Ed. Transportation	0	0.0	8.6
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	91.0	91.0
Federal	1.6	1.6
Tuition & Other	7.4	7.4

⁴Revenue 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).

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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., 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	10	*	10	*	*	*
Black or African American	34	71.3	34	58.2	11	*
Hispanic or Latino	56	72.4	56	64.2	14	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	*	*	*	*	*	*
White	20	79.6	20	71.0	8	*
English Language Learners	12	*	12	*	*	*
Non-English Language Learners	117	74.9	117	65.0	*	*
Eligible for Free or Reduced-Price Meals	55	68.8	55	60.8	16	*
Not Eligible for Free or Reduced-Price Meals	74	76.0	74	65.8	23	55.2
Students with Disabilities	14	*	14	*	*	*
Students without Disabilities	115	75.2	115	65.7	*	*
High Needs	65	67.0	65	59.7	20	46.4
Non-High Needs	64	79.0	64	67.7	19	*
District	129	72.9	129	63.7	39	52.9

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

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

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.7	95.5	*	N/A	62	95.2
Curl Up	75.0	95.5	*	N/A	62	88.7
Push Up	83.3	86.4	*	N/A	62	88.7
Mile Run/PACER	75.0	86.4	*	N/A	62	85.5
All Tests - District	58.3	77.3	*	N/A	62	75.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Next Generation Accountability Results

These statistics are the first 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	72.9	75	97.2	100	97.2	67.9
	High Needs Students	67.0	75	89.3	100	89.3	56.7
Math Performance Index	All Students	63.7	75	84.9	100	84.9	59.3
	High Needs Students	59.7	75	79.6	100	79.6	47.8
Science Performance Index	All Students	52.9	75	70.6	100	70.6	56.5
	High Needs Students	46.4	75	61.8	100	61.8	45.9
Chronic Absenteeism	All Students	9.8%	<=5%	40.4	50	80.8	10.6%
	High Needs Students	9.8%	<=5%	40.4	50	80.8	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.9% 75.8%	75%	50.0	50	100.0	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				614.2	750	81.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	67.0	8.0	17.3	
Math Performance Index Gap	67.7	59.7	8.0	19.6	
Science Performance Index Gap	.	46.4	.	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

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: 50.1**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

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 5 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 CCS 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.