

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



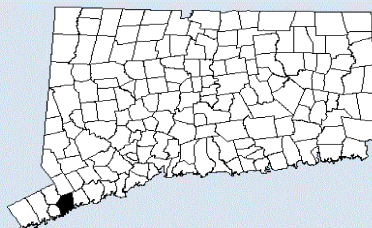
Side By Side Charter School District

203-857-0306

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	236
Per Pupil Expenditures ¹	\$12,518
Total Expenditures ¹	\$2,941,835

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	121	51.3	48.4
Male	115	48.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	7	3.0	5.2
Black or African American	65	27.5	12.8
Hispanic or Latino of any race	119	50.4	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	15	6.4	3.6
White	30	12.7	52.4
English Learners	22	9.3	7.6
Eligible for Free or Reduced-Price Meals	140	59.3	42.1
Students with Disabilities ³	25	10.6	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	0	0.0	*	*
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	6	4.8	*	*
Students with Disabilities	*	*	*	*
District	8	4.0	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

⁴A 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.

⁵This column displays the 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	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	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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	18	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	10.0

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		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

¹This 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

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,492,219	\$6,350	\$10,545
Support services - students	\$419,173	\$1,784	\$1,373
Support services - instruction	\$9,700	\$41	\$644
Support services - general administration	\$43,845	\$187	\$462
Support services - school based administration	\$500,585	\$2,130	\$1,007
Central and other support services	\$111,191	\$473	\$671
Operation and maintenance of plant	\$357,621	\$1,522	\$1,629
Student transportation services	.	.	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$7,500	\$32	\$65
Total	\$2,941,835	\$12,518	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	.	.	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	.	.	10.4
Employee Benefits	.	.	13.0
Purchased Services Other Than Transportation	\$143,146	100.0	5.5
Special Education Tuition	.	.	22.6
Supplies	.	.	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$143,146	100.0	100.0
Percent of Total Expenditures Used for Special Education		4.9	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	4.9
State	92.2
Federal	3.0
Tuition & Other	.

⁴Revenue 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).

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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	*	*	*	*	0	N/A
Black or African American	42	64.5	42	61.3	15	*
Hispanic or Latino of any race	64	68.3	64	69.3	21	73.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	13	*	13	*	*	*
English Learners	20	60.4	20	63.8	6	*
Non-English Learners	111	70.4	111	68.5	38	72.7
Eligible for Free or Reduced-Price Meals	79	67.3	79	67.3	27	69.7
Not Eligible for Free or Reduced-Price Meals	52	71.3	52	68.6	17	*
Students with Disabilities	17	*	17	*	*	*
Students without Disabilities	114	71.4	114	71.1	*	*
High Needs	91	65.9	91	65.2	28	69.6
Non-High Needs	40	75.7	40	73.7	16	*
District	131	68.9	131	67.8	44	71.1

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Grade 4			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	83.3	77.3	82.6	N/A	69	81.2
Curl Up	95.8	90.9	95.7	N/A	69	94.2
Push Up	100.0	81.8	65.2	N/A	69	82.6
Mile Run/PACER	83.3	86.4	47.8	N/A	69	72.5
All Tests - District	70.8	63.6	30.4	N/A	69	55.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.9	75	45.9	50	91.8	67.7
	High Needs Students	65.9	75	43.9	50	87.9	58.1
Math Performance Index	All Students	67.8	75	45.2	50	90.4	63.1
	High Needs Students	65.2	75	43.5	50	87.0	52.7
Science Performance Index	All Students	71.1	75	47.4	50	94.8	63.8
	High Needs Students	69.6	75	46.4	50	92.8	54.2
ELA Academic Growth	All Students	64.1%	100%	64.1	100	64.1	59.9%
	High Needs Students	61.4%	100%	61.4	100	61.4	55.1%
Math Academic Growth	All Students	76.2%	100%	76.2	100	76.2	62.5%
	High Needs Students	73.8%	100%	73.8	100	73.8	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	4.0%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	5.1%	<=5%	49.7	50	99.4	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 55.1%	75%	36.7	50	73.4	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				684.3	850	80.5	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	65.9	9.1	15.4	
Math Performance Index Gap	73.7	65.2	8.5	17.6	
Science Performance Index Gap	.	69.6	.	16.1	
Graduation Rate Gap	

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
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

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

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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.(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

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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