

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

Side By Side Charter School District

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District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	236
Per Pupil Expenditures	\$16,296
Total Expenditures	\$3,845,826

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	127	53.8	48.4
Male	109	46.2	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	52	22.0	12.4
Hispanic or Latino of any race	144	61.0	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	23	9.7	45.1
English Learners/Multilingual Learners	45	19.1	11.3
Eligible for Free or Reduced-Price Meals	143	60.6	44.8
Students with Disabilities	17	7.2	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	9	8.6	0	0.0
Male	9	9.9	0	0.0
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	6	14.0	0	0.0
Hispanic or Latino of any race	10	8.1	0	0.0
White	*	*	0	0.0
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	14	12.7	0	0.0
Students with Disabilities	*	*	0	0.0
All Students - District	18	9.2	0	0.0
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 87

Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	13.6
General Education Paraprofessionals	13.5
Special Education Teachers and Instructors	1.0
Special Education Paraprofessionals	1.0
District Central Office Administrators	1.0
School Level Administrators	1.0
Library/Media Specialists (Certified)	0.0
Library/Media 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	20.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	7.0
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	5.6	1.4
Black or African American	1	5.6	4.9
Hispanic or Latino of any race	1	5.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	15	83.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	4	20	6.8
Teachers	4	23.5	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	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
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$1,992,824	\$8,444	\$13,471
Support services - students	\$595,547	\$2,524	\$1,826
Support services - instruction	\$4,600	\$19	\$972
Support services - general administration	\$122,643	\$520	\$568
Support services - school based administration	\$596,654	\$2,528	\$1,274
Central and other support services	\$137,332	\$582	\$761
Operation and maintenance of plant	\$396,226	\$1,679	\$2,125
Student transportation services	.	.	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$3,845,826	\$16,296	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$146,815	89.4	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	.	.	10.5
Employee Benefits	\$17,317	10.6	13.3
Purchased Services Other Than Transportation	.	.	6.8
Special Education Tuition	.	.	22.8
Supplies	.	.	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$164,132	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	4.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	3.9
State	79.3
Federal	10.6
Tuition & Other	6.2

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	26	59.3	26	59.3	*	*
Hispanic or Latino of any race	84	67.6	84	66.3	28	61.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	13	*	13	*	9	*
English Learners/Multilingual Learners	33	55.1	33	53.6	11	*
Non-English Learners/Non-Multilingual Learners	98	72.2	98	70.7	31	72.1
Eligible for Free or Reduced-Price Meals	76	62.5	76	61.3	18	*
Not Eligible for Free or Reduced-Price Meals	55	75.3	55	73.4	24	74.2
Students with Disabilities	11	*	11	*	*	*
Students without Disabilities	120	69.8	120	68.4	*	*
High Needs	82	62.5	82	60.8	20	57.6
Non-High Needs	49	76.8	49	75.8	22	74.3
All Students - District	131	67.9	131	66.4	42	66.4

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	72.7	78.3	*	N/A	63	79.4
Curl Up	86.4	91.3	*	N/A	63	92.1
Push Up	100.0	91.3	*	N/A	63	95.2
Mile Run/PACER	100.0	100.0	*	N/A	63	100.0
All Tests - District	63.6	69.6	*	N/A	63	71.4
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.9	75	45.2	50	90.5	64.7
ELA Performance Index	High Needs Students	62.5	75	41.7	50	83.3	54.9
Math Performance Index	All Students	66.4	75	44.3	50	88.5	61.1
Math Performance Index	High Needs Students	60.8	75	40.5	50	81.1	50.6
Science Performance Index	All Students	66.4	75	44.2	50	88.5	62.6
Science Performance Index	High Needs Students	57.6	75	38.4	50	76.8	52.1
ELA Academic Growth	All Students	66.9%	100%	66.9	100	66.9	60.6%
ELA Academic Growth	High Needs Students	68.2%	100%	68.2	100	68.2	55.7%
Math Academic Growth	All Students	72.5%	100%	72.5	100	72.5	62.3%
Math Academic Growth	High Needs Students	70.3%	100%	70.3	100	70.3	55.9%
Progress Toward English Proficiency	Literacy	67.9%	100%	34.0	50	67.9	58.7%
Progress Toward English Proficiency	Oral	47.4%	100%	23.7	50	47.4	55.7%
Chronic Absenteeism	All Students	9.2%	<=5%	41.6	50	83.3	17.2%
Chronic Absenteeism	High Needs Students	12.0%	<=5%	36.0	50	72.0	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	71.4%	75%	47.6	50	95.2	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				715.2	950	75.3	

Physical Fitness Estimated Participation Rate - District: 100.0% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	62.5	12.5	16.9	N
Math Performance Index Gap	75.0	60.8	14.2	18.4	N
Science Performance Index Gap	74.3	57.6	16.7	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	100.0
ELA	High Needs Students	100.0
Math	All Students	100.0
Math	High Needs Students	100.0
Science	All Students	100.0
Science	High Needs Students	100.0

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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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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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

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	.	2.1
Deceased	0	.	0.5
District/School Shut Down	0	.	0.0
Moved Out of State	0	.	2.2
Personal Reasons	0	.	6.7
Position Eliminated or Expired	0	.	9.8
Position Filled Permanently	0	.	0.1
Resigned (no reason given)	0	.	32.0
Retired	0	.	23.7
Teach/Admin in Other CT Dist	0	.	18.0
Teach/Admin in CT Nonpublic School	0	.	0.1
Teach/Admin Out-of-State (public or private)	0	.	1.3
Terminated	0	.	1.2
Took Job Related To Education	0	.	2.3
TOTAL	.		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.