

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



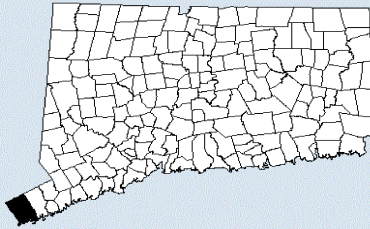
Greenwich School District

Dr. William Mckersie, Superintendent • 203-625-7400 • <http://www.greenwichschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	17
Enrollment	8,825
Per Pupil Expenditures ¹	\$21,964
Total Expenditures ¹	\$192,425,117

¹Expenditure 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.

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,265	48.3	48.3
Male	4,560	51.7	51.6
American Indian or Alaska Native	11	0.1	0.2
Asian	738	8.4	4.9
Black or African American	247	2.8	12.8
Hispanic or Latino	1,805	20.5	23.0
Pacific Islander	6	0.1	0.0
Two or More Races	338	3.8	2.7
White	5,680	64.4	55.9
English Learners	446	5.1	6.4
Eligible for Free or Reduced-Price Meals	1,356	15.4	38.0
Students with Disabilities ¹	936	10.6	13.7

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	162	3.9	30	0.7
Male	164	3.7	68	1.5
Black or African American	17	6.9	18	7.0
Hispanic or Latino	101	5.7	44	2.4
White	193	3.4	32	0.6
English Learners	14	2.9	8	1.6
Eligible for Free or Reduced-Price Meals	107	8.5	62	4.3
Students with Disabilities	81	8.4	48	4.5
District	326	3.8	98	1.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 1,094

Number of school-based arrests: 8

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	639.1
Paraprofessional Instructional Assistants	48.3
Special Education	
Teachers and Instructors	96.7
Paraprofessional Instructional Assistants	112.0
Administrators, Coordinators and Department Chairs	
District Central Office	15.9
School Level	43.3
Library/Media	
Specialists (Certified)	20.4
Support Staff	14.5
Instructional Specialists Who Support Teachers	45.1
Counselors, Social Workers and School Psychologists	63.0
School Nurses	17.0
Other Staff Providing Non-Instructional Services/Support	390.6

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	1	0.1	0.1
Asian	23	2.4	1.0
Black or African American	23	2.4	3.5
Hispanic or Latino	47	5.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	855	90.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.8
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	25	96.2
Hispanic or Latino	107	83.6	90	91.8
White	422	95.0	434	94.6
English Learners	8	*	13	*
Eligible for Free or Reduced-Price Meals	64	78.0	69	89.6
Students with Disabilities	67	79.8	73	74.5
District	598	91.6	598	94.6
State		61.2		73.9

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	55	55.6
Emotional Disturbance	21	36.8
Intellectual Disability	*	*
Learning Disability	302	78.9
Other Health Impairment	117	75.0
Other Disabilities	*	*
Speech/Language Impairment	99	81.8
District	607	70.3
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	107	1.3
Emotional Disturbance	57	0.7
Intellectual Disability	23	0.3
Learning Disability	383	4.5
Other Health Impairment	163	1.9
Other Disabilities	24	0.3
Speech/Language Impairment	135	1.6
All Disabilities	892	10.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	130,429,647	14,835	9,387
Instructional Supplies and Equipment	3,098,319	352	318
Improvement of Instruction and Educational Media Services	4,181,162	476	541
Student Support Services	12,661,559	1,440	1,048
Administration and Support Services	18,243,564	2,075	1,790
Plant Operation and Maintenance	13,656,932	1,553	1,608
Transportation	5,411,923	571	845
Costs of Students Tuitioned Out	4,742,011	N/A	N/A
Other	0	0	194
Total	192,425,117	21,964	15,762

Additional Expenditures

Land, Buildings, and Debt Service	3,414,157	388	1,524
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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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	19,429,861	46.6
Noncertified Personnel	6,029,139	14.5
Purchased Services	1,685,448	4.0
Tuition to Other Schools	4,742,011	11.4
Special Ed. Transportation	2,113,638	5.1
Other Expenditures	7,674,104	18.4
Total Expenditures	41,674,201	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.3	95.3
State	4.5	2.5
Federal	1.6	1.6
Tuition & Other	0.6	0.6

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	*	*	*	*	*	*
Asian	338	85.6	338	86.8	153	72.9
Black or African American	130	63.6	130	51.6	69	51.0
Hispanic or Latino	865	70.1	865	63.4	345	59.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	161	84.9	161	79.9	56	72.0
White	2952	80.8	2950	75.9	1249	69.2
English Learners	240	66.3	240	64.8	83	54.0
Non-English Learners	4214	79.5	4212	74.2	1790	67.8
Eligible for Free or Reduced-Price Meals	621	64.5	620	56.4	265	55.2
Not Eligible for Free or Reduced-Price Meals	3833	81.1	3832	76.5	1608	69.2
Students with Disabilities	571	56.1	570	49.2	254	50.3
Students without Disabilities	3883	82.1	3882	77.3	1619	69.9
High Needs	1163	63.8	1161	57.4	498	54.8
Non-High Needs	3291	84.0	3291	79.4	1375	71.7
District	4454	78.7	4452	73.7	1873	67.2

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			
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	90.7	73.6	78.6	88.9	2,389	83.0
Curl Up	92.5	94.5	96.7	94.2	2,389	94.4
Push Up	86.2	75.3	79.7	82.5	2,389	81.0
Mile Run/PACER	95.0	93.2	95.3	83.0	2,389	91.7
All Tests - District	78.3	58.9	67.2	68.3	2,389	68.3
All Tests - State	50.6	49.8	50.6	51.1		50.5

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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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	117	85.5	91.6	No	91.9
English Learners	29	79.3	84.6	No	85.8
Eligible for Free or Reduced-Price Meals	121	81.0	90.7	No	91.1
Students with Disabilities	89	80.9	83.6	No	84.9
District	647	95.2	94.0	Yes	94.0
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.8	449	71.5
Male	97.3	441	67.1
Black or African American	95.9	*	*
Hispanic or Latino	96.0	101	44.7
White	97.8	688	76.2
English Learners	97.1	15	42.9
Eligible for Free or Reduced-Price Meals	95.6	51	32.1
Students with Disabilities	77.3	7	15.9
District	97.5	890	69.3
State	95.6		40.7

⁵College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	78.9	90.7
Male	80.6	88.9
Black or African American	*	*
Hispanic or Latino	70.9	85.9
White	82.2	91.8
English Learners	51.7	*
Eligible for Free or Reduced-Price Meals	69.7	74.4
Students with Disabilities	69.9	79.4
District	79.7	89.8
State	71.9	88.3

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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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	78.7	75	50.0	50	100.0	67.7
	High Needs Students	63.8	75	42.5	50	85.1	56.7
Math Performance Index	All Students	73.7	75	49.1	50	98.3	61.4
	High Needs Students	57.4	75	38.3	50	76.6	49.9
Science Performance Index	All Students	67.2	75	44.8	50	89.6	57.5
	High Needs Students	54.8	75	36.5	50	73.1	47.0
ELA Academic Growth	All Students	71.8%	100%	71.8	100	71.8	63.8%
	High Needs Students	62.7%	100%	62.7	100	62.7	58.3%
Math Academic Growth	All Students	74.0%	100%	74.0	100	74.0	65.0%
	High Needs Students	64.9%	100%	64.9	100	64.9	57.4%
Chronic Absenteeism	All Students	3.8%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	7.3%	<=5%	45.4	50	90.7	15.6%
Preparation for CCR	% Taking Courses	93.1%	75%	50.0	50	100.0	67.6%
	% Passing Exams	69.3%	75%	46.2	50	92.3	40.7%
On-track to High School Graduation		95.9%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		95.2%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		91.5%	94%	97.3	100	97.3	78.6%
Postsecondary Entrance (Class of 2015)		79.7%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.7% 68.3%	75%	45.5	50	91.0	89.2% 50.5%
Arts Access		64.8%	60%	50.0	50	100.0	47.5%
Accountability Index				1169.0	1350	86.6	

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	63.8	11.2	16.5	
Math Performance Index Gap	75.0	57.4	17.6	18.9	
Science Performance Index Gap	71.7	54.8	16.9	17.2	
Graduation Rate Gap	94.0%	91.5%	2.5%	15.3%	N

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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.1
	High Needs Students	98.6
Math	All Students	99.0
	High Needs Students	98.5
Science	All Students	99.1
	High Needs Students	97.9

³Minimum 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: 58.5

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

The impact of increasing diversity in our schools has made us develop an enhanced sensitivity to the cultural, racial and ethnic backgrounds of our students and families. This understanding must be reflected in our curricula, teaching strategies and choice of materials. During each summer we review and revise curricula to ensure that it is representative of our diverse community. A well-conceived and effectively implemented magnet theme for our community provides parents with a clearly defined option for their child's education. Currently the district has 4 elementary schools and 1 middle school that are designated as magnet schools and each have themes. International Baccalaureate schools offering the Primary Years Programme are at New Lebanon Magnet School and International School at Dundee Magnet School. Hamilton Avenue is a STEM Magnet School and Julian Curtis is a Magnet School of World Languages. Western Middle School's theme is AVID (Advancement Via Individual Determination) and IB. Through a rigorous academic program we encourage all students to be compassionate people and critical thinkers, who successfully communicate their thinking and act responsibly.

The dedicated teaching staff at each magnet school supports every student in developing to his or her full potential. They build upon the unique differences that each family brings to the learning community. It is our goal to motivate, inspire, and empower each member of our diverse learning community. Notices are sent home in a variety of languages to ensure that families are able to have a voice in their child's education. Translators are also available to translate during conferences or meetings.

Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, skills and attitudes necessary to: understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. Greenwich has designed district norm activities to engage all students, staff, families and community in public, positive pro-social behaviors. We believe these activities are another avenue to increase student awareness of diversity and cultures.

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Equitable Allocation of Resources among District Schools

The budget is zero-based and tightly developed based on known/anticipated needs for the current school year and historical trends. It is our responsibility to meet all federal and state requirements for the education of our children. We develop our budget based on meeting the diverse needs of each school community i.e. high school students completing a specific number of credits in English, Mathematics, Social Studies, etc. We make available resources at each school that are necessary for curriculum development and revision, instructional materials, staffing and professional development. We staff at appropriate levels to support for students who need more services (i.e. English language learners, students with disabilities, low-socioeconomic students). Each school may informally use student need profiles as a factor to determine class sizes at a particular grade level and they may receive supplemental funding through the Consolidated Grant to support those needs. We utilize grade-level standards for program needs, student needs, classroom enrollment and specialist/coaches to ensure there is equity of resources across the district.