

**STRATEGIC SCHOOL PROFILE 2012-13**

High School Edition

**Greenwich High School****Greenwich School District**

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Location: 10 Hillside Rd.  
 Greenwich,  
 Connecticut

Website: [home.greenwich.k12.ct.us/ghs/](http://home.greenwich.k12.ct.us/ghs/)

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 9 - 12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2012: 2,678  
 5-Year Enrollment Change: -0.6%

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	373	13.9	9.7	31.8
Students Who Are Not Fluent in English	87	3.2	1.0	3.8
Students Identified as Gifted and/or Talented	0	0.0	8.3	5.0
Students with Disabilities	332	12.4	9.8	11.3
Juniors and Seniors Working 16 or More Hours Per Week	68	5.0	10.3	12.7

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	14.1	18.1	17.6
Biology I	15.9	19.8	18.6
English, Grade 10	19.7	20.5	19.0
American History	20.4	21.0	19.8

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	1,027	1,027

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

### Lunch

An average of 25 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2011-12 School Year	45.1	36.2

### Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2012	22.0	21.9	23.8

% of Class of 2012 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	100.0	92.0
Chemistry	96.9	73.8
4 or More Credits in Mathematics	82.5	67.0
3 or More Credits in Science	99.7	88.3
4 or More Credits in Social Studies	77.8	58.3
Credit for Level 3 or Higher in a World Language	82.2	61.1
2 or More Credits in Vocational Education	25.0	57.1
2 or More Credits in the Arts	52.0	40.5

### Class of 2012

This school required more than the state minimum number of credits for graduation in science, the arts and/or vocational education, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	3.1	0.9	3.6
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	60.2	74.5	72.5

### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.3	2.3	2.1
% of Computers with Internet Access	100.0	100.0	98.6
% of Computers that are High or Moderate Power	100.0	99.9	99.0
# of Print Volumes Per Student*	12.9	14.7	16.0
# of Print Periodical Subscriptions	7	51	34

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

### Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 42.4% of high schools in the state utilize interactive distance learning.

### SCHOOL STAFF

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	176.70
	Paraprofessional Instructional Assistants	9.00
Special Education:	Teachers and Instructors	29.00
	Paraprofessional Instructional Assistants	30.00
Library/Media Specialists and/or Assistants		5.40
Administrators, Coordinators, and Department Chairs		13.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		3.90
Counselors, Social Workers, and School Psychologists		29.10
School Nurses		3.00
Other Staff Providing Non-Instructional Services and Support		100.24

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	15.8	14.3	13.9
% with Master's Degree or Above	88.5	86.6	76.8
Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	7.2	7.8	8.6
% Assigned to Same School the Previous Year	91.2	89.3	87.9

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### **HOME AND SCHOOL COMMUNICATION AND SUPPORT**

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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

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The following narrative about how this school promotes and supports parental involvement was submitted by the school.

GHS seeks to provide and expand methods for communication which are easily accessible, well directed, and responsive to all constituencies of the GHS and greater Greenwich community. Major actions include: (a) clearly defined vehicles for communication between staff and students; (b) highly functional, accessible, user-friendly website, (c) frequent opportunities to disseminate information at meetings, orientations, forums and through direct e-mail, and (d) multiple means for discussion and feedback among all constituencies. Significant initiatives include: We maintain an open on-line grading system where parents and students can view grades, attendance, and other data. We use a voice messaging and e-mail system to contact parents about upcoming school events and emergencies. We have over 300 parent volunteers who regularly work at the school. We hold two Open House Nights. We have a school website that keeps parents abreast of activities at the school. We require teachers to post homework to the portal. The PTA and Headmaster send a monthly e-newsletter that contains news and information. We send progress reports mid quarter for each class to the parents or guardians of all students. We hold special grade-level parents' nights for 9th grade parents (fall) and 12th grade parents (fall and spring) where we address specific topics. The Guidance Department runs multiple evening programs to assist parents with the college application process. We host a College Night at which approximately 250 colleges and universities are represented. Our Music and Theater Departments give numerous performances for parents. We hold meetings for parents of athletes each season. We hold Headmaster Forums—informal conversations between parents and the Headmaster—once a month. We hold SPED Forums—discussions around particular topics affecting students with disabilities—once a month.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	183	6.8
Black	94	3.5
Hispanic	438	16.4
Pacific Islander	1	0.0
White	1,922	71.8
Two or more races	37	1.4
Total Minority	756	28.2

**Percent of Minority Professional Staff :9.7**

**Non-English Home Language:**

17.9 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 36

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Greenwich High School mission statement calls on staff and students to commit to excellence, demonstrate an active respect for personal diversity and exercise the responsible use of individual freedom. Our Vision of the Graduate describes a student who recognizes and respects other cultural contexts and points of view, contributes to community through dialogue, service and/or leadership, and conducts himself or herself in an ethical and responsible manner. Given the diversity and size of the Town of Greenwich, our efforts to foster interaction among students from different racial, ethnic and economic backgrounds include the following initiatives: • The entire freshman class participates in the World of Difference Program, “Names Can Really Hurt Us” with follow-up activities throughout the year. • The Diversity Awareness Club annually sponsors a series of activities and assemblies designed to promote a discussion of tolerance and an appreciation of diversity. • Many student clubs have as one of their objectives the reduction of racial, ethnic and economic isolation. They include the Diversity Awareness Club, Vision Club, Habitat for Humanity, Hand in Hand Club, Israel Club, Iranian American Club, AIDS Awareness, Big Brothers and Peace Club. • Our Hispanic population is our largest ethnic subgroup, representing 18% of the student body. We specifically support this population by providing a well staffed ESL Program, meeting with Spanish speaking parents throughout the year, and translating all significant written communication into Spanish. • Our PTA provides significant funding earmarked for students with economic hardships to allow the students to participate in any and all activities. This includes providing funds to these students for private tutoring.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	81.5	51.4	99.5

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2011-12	School	State High Schools
Number of Courses for which Students were Tested	29	11.1
% of Grade 12 Students Tested	60.6	28.6
% of Exams Scored 3 or More*	83.0	71.1

\*A score of three or higher is generally required for earning college credit.

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	71.7	48.5	85.7
Writing Across the Disciplines	82.8	62.1	82.7
Mathematics	72.4	52.4	80.1
Science	69.7	48.8	78.7

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2012	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	585	503	96.3
Critical Reading	559	499	93.2
Writing	571	504	94.7
% of Graduates Tested	97.9	78.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	92.5	84.8	57.1
2011-12 Annual Dropout Rate for Grade 9 through 12	0.5	2.1	58.9

Activities of Graduates	School	State
% Pursuing Higher Education	92.7	82.6
% Employed, Civilian and Military	2.3	9.8

Student Attendance	School	State High Schools
% Present on October 1	97.0	94.3

**Disciplinary Offenses**

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 189 students were responsible for these incidents. These students represent 7% of the estimated number of students who attended this school at some point during the 2011-12 school year.

**Truancy**

During the 2011-12 school year, 3 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	2	0
Sexually Related Behavior	1	1
Personally Threatening Behavior	1	3
Theft	8	8
Physical/Verbal Confrontation	10	11
Fighting/Battery	7	33
Property Damage	4	1
Weapons	3	0
Drugs/Alcohol/Tobacco	9	135
School Policy Violations	83	36
Total	128	228

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### SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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The following narratives was submitted by this school.

Every school in Greenwich has a strategic improvement team. Greenwich High School's team comprises members of the faculty, school administrators, students and parents. With input from the Greenwich High School community, the team identifies measurable academic and social-emotional goals for the school, develops long and short term objectives and strategies to achieve these objectives, and provides a continuous feedback loop with the entire Greenwich High School community. Each year a summary report is given to the BOE. Alongside the SIT is the School Data Team (SDT). The SDT sets academic performance targets in the areas of reading, writing, mathematics, science, and world language. Each department develops an action plan designed to achieve these goals. The SDT monitors progress toward these goals. Key strategies included in the action plans included: (a) Assigning at-risk students to learning centers that are staffed by subject-area teachers; (b) Having literacy specialists meet with all ninth and tenth grade English and social studies teachers to review reading skills and deficiencies of their students and offer support to students in need; (c) Having staff member(s) attend training session sponsored by State Department of Education and report back to members of the department at department meetings; (d) Administering practice tests to all ninth and tenth grade students and having students use rubrics and anchor sets to assess their our work; and (d) Using writing folders in conjunction with targeted skills lessons that are kept and shared among grade-level teachers. Our social-emotional goal is to improve connectedness of all students to GHS by supporting class attendance, emphasizing ethical behavior, and modifying disciplinary consequences. Key strategies included in the action plans are: (a) Developing a Positive Behavioral Interventions and Supports (PBIS) framework; (b) Implementing a special learning center for students with chronic attendance problems; (c) Running a Cardinal Cup team-building day; (d) Emphasizing the importance of daily attendance to parents as well as to students; and (e) Increasing administrator classroom observations.

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### SUPPLEMENTAL SCHOOL INFORMATION

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Greenwich High School is a relatively large high school with an enrollment of 2,635 students. In order to provide more individual attention, we are organized into five heterogeneously assigned houses of approximately 540 students each. House-based guidance counselors, social workers, psychologists and resource room teachers work alongside the house principal to provide support and monitor progress for each of the student's four years. Except for their freshman English and social studies courses, students take classes throughout the school. Our course offerings are extensive and the schedule provides students the ability to make the most of these opportunities. Greenwich High School has high expectations for its students. Seventeen members of the graduating class of 2013 were National Merit Scholarship semi-finalists and an additional 32 students received letters of commendation. Three members were identified as Hispanic Recognition Scholars and one was a National Achievement Scholar. 736 students participated in the Advanced Placement Testing Program taking 1,759 exams and earning an average score of 3.72 out of 5. 83% of students taking an AP exam scored a 3 or higher. Over the last ten years, advanced placement enrollment has increased steadily. 54.8% of graduates in the Class of 2013 took and passed (with a 3 or higher) at least one AP class.

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