

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



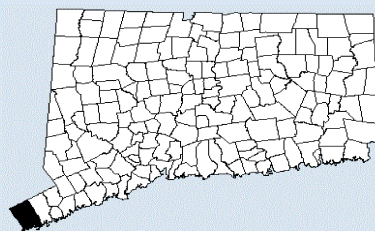
Greenwich School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	17
Enrollment	9,042
Per Pupil Expenditures ¹	\$21,502
Total Expenditures ¹	\$191,602,623

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	4,704	52.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	782	8.6	5.1
Black or African American	246	2.7	12.8
Hispanic or Latino	1,959	21.7	24.8
Pacific Islander	*	*	0.1
Two or More Races	402	4.4	3.3
White	5,640	62.4	53.6
English Learners	418	4.6	7.2
Eligible for Free or Reduced-Price Meals	1,323	14.6	36.7
Students with Disabilities ¹	1,024	11.3	14.8

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	*	*	56	1.3
Male	217	4.7	124	2.6
Black or African American	19	8.0	24	9.7
Hispanic or Latino	125	6.5	64	3.2
White	232	4.2	83	1.5
English Learners	12	2.8	7	1.6
Eligible for Free or Reduced-Price Meals	160	9.4	89	4.9
Students with Disabilities	125	12.0	71	6.1
District	407	4.6	180	2.0
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 493

Number of school-based arrests: 17

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	654.3
Paraprofessional Instructional Assistants	51.0
Special Education	
Teachers and Instructors	101.4
Paraprofessional Instructional Assistants	113.0
Administrators, Coordinators and Department Chairs	
District Central Office	19.3
School Level	44.7
Library/Media	
Specialists (Certified)	21.6
Support Staff	14.5
Instructional Specialists Who Support Teachers	47.7
Counselors, Social Workers and School Psychologists	65.2
School Nurses	17.3
Other Staff Providing Non-Instructional Services/Support	395.3

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	24	2.5	1.1
Black or African American	24	2.5	3.7
Hispanic or Latino	52	5.3	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	877	89.7	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.1	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	25	83.3
Hispanic or Latino	121	86.4	112	88.2
White	448	97.0	387	93.9
English Learners	10	*	9	*
Eligible for Free or Reduced-Price Meals	123	86.6	111	90.2
Students with Disabilities	63	84.0	75	68.8
District	654	94.5	593	92.4
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	58	50.9
Emotional Disturbance	27	45.8
Intellectual Disability	*	*
Learning Disability	321	77.7
Other Health Impairment	162	78.3
Other Disabilities	*	*
Speech/Language Impairment	89	83.2
District	670	70.5
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	123	1.4	1.8
Emotional Disturbance	59	0.7	1.1
Intellectual Disability	29	0.3	0.5
Learning Disability	413	4.7	5.2
Other Health Impairment	212	2.4	3.1
Other Disabilities	26	0.3	1.1
Speech/Language Impairment	117	1.3	1.8
All Disabilities	979	11.2	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	0.7	8.3
Private Schools or Other Settings	28	2.9	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	128,770,773	14,380	9,847
Instructional Supplies and Equipment	2,413,210	269	287
Improvement of Instruction and Educational Media Services	4,441,819	496	589
Student Support Services	13,013,038	1,453	1,120
Administration and Support Services	18,619,531	2,079	1,905
Plant Operation and Maintenance	13,751,754	1,536	1,648
Transportation	5,619,110	585	904
Costs of Students Tuitioned Out	4,973,388	N/A	N/A
Other	0	0	208
Total	191,602,623	21,502	16,535

Additional Expenditures

Land, Buildings, and Debt Service	6,133,366	685	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	18,753,987	46.3	33.8
Noncertified Personnel	6,321,720	15.6	14.5
Purchased Services	1,616,585	4.0	5.5
Tuition to Other Schools	4,973,388	12.3	23.4
Special Ed. Transportation	2,078,752	5.1	8.7
Other Expenditures	6,749,151	16.7	14.1
Total Expenditures	40,493,583	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	97.2	97.1
State	0.6	0.7
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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	393	87.2	393	89.7
Black or African American	111	65.4	111	55.7
Hispanic or Latino	984	71.7	984	66.4
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	204	84.4	204	83.3
White	2944	81.6	2939	77.8
English Learners	381	70.5	381	69.5
Non-English Learners	4263	80.5	4258	76.7
Eligible for Free or Reduced-Price Meals	881	67.6	881	61.4
Not Eligible for Free or Reduced-Price Meals	3763	82.5	3758	79.5
Students with Disabilities	551	57.9	549	51.4
Students without Disabilities	4093	82.6	4090	79.4
High Needs	1434	67.4	1432	62.4
Non-High Needs	3210	85.2	3207	82.2
District	4644	79.7	4639	76.1

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	93.3	81.5	69.0	95.6	2,558	84.7
Curl Up	94.7	92.8	84.4	98.4	2,558	92.4
Push Up	88.8	83.8	72.2	88.4	2,558	83.3
Mile Run/PACER	95.1	94.2	85.3	86.4	2,558	90.5
All Tests - District	85.1	65.1	59.9	81.6	2,558	72.9
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	19	*
Hispanic or Latino	123	88.6
English Learners	24	66.7
Eligible for Free or Reduced-Price Meals	113	86.7
Students with Disabilities	92	79.3
District	641	94.5
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	492	74.8
Male	95.9	479	70.9
Black or African American	93.8	8	16.7
Hispanic or Latino	97.4	154	57.7
White	97.4	686	78.5
English Learners	96.0	9	36.0
Eligible for Free or Reduced-Price Meals	97.7	123	46.4
Students with Disabilities	82.6	40	21.7
District	97.2	971	72.8
State	96.3		44.8

³College 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

⁴Participation 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.

Copyright © 2018 ACT, Inc. www.act.org

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

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	85.0	94.2
Male	84.7	95.5
Black or African American	*	*
Hispanic or Latino	82.2	83.8
White	86.7	96.6
English Learners	55.0	*
Eligible for Free or Reduced-Price Meals	75.0	86.1
Students with Disabilities	73.4	85.2
District	84.8	94.8
State	70.9	88.3

⁵College 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.

⁶College 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

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	79.7	75	50.0	50	100.0	67.6
	High Needs Students	67.4	75	44.9	50	89.9	57.5
Math Performance Index	All Students	76.1	75	50.0	50	100.0	62.7
	High Needs Students	62.4	75	41.6	50	83.2	52.0
ELA Academic Growth	All Students	70.6%	100%	70.6	100	70.6	60.7%
	High Needs Students	66.1%	100%	66.1	100	66.1	55.6%
Math Academic Growth	All Students	71.6%	100%	71.6	100	71.6	61.9%
	High Needs Students	62.8%	100%	62.8	100	62.8	55.4%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	8.6%	<=5%	42.7	50	85.4	16.6%
Preparation for CCR	% Taking Courses	93.5%	75%	50.0	50	100.0	74.8%
	% Passing Exams	72.8%	75%	48.5	50	97.1	44.8%
On-track to High School Graduation		96.5%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		94.5%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		95.3%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		84.8%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.8% 72.9%	75%	48.6	50	97.3	96.6% 50.1%
Arts Access		63.3%	60%	50.0	50	100.0	51.2%
Accountability Index				1097.4	1250	87.8	

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	67.4	7.6	15.9	
Math Performance Index Gap	75.0	62.4	12.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	95.3%	-1.3%	12.7%	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	99.2
	High Needs Students	98.2
Math	All Students	99.1
	High Needs Students	98.2
Science	All Students	98.4
	High Needs Students	97.3

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: 57.4

State: 51.5

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

Greenwich's Strategic Improvement Plan has three overarching goals. Academic, to ensure each student achieve optimal growth within the core academic disciplines based on multiple variables; Personal, to ensure each student develops the capacity to be responsible for his or her own physical and mental health; Interpersonal, to ensure each student demonstrates growth in personal development and civic responsibility. This is delivered through our curricula, teaching strategies, choice of materials, relationships with students, families and professional learning. Parents are members of each School Improvement Team and give feedback that is used in setting FaCE (family and community engagement) goals. Each school sends a representative to the district's Educational Differences Subcommittee (meets monthly) to discuss issues, solutions and learning for students with academic and/or SEL challenges both at home and school.

The district focus is to personalize learning for all students in order to support their success in achieving their academic, personal and interpersonal goals. Students and teachers collaboratively look at individual student data (academic, attendance, truancy, discipline, social emotional, etc.) to determine pathways to meet their goals and how to demonstrate mastery. These goals are shared with families.

Greenwich offers a Seamless Summer Learning Program. It provides curriculum Playlists to promote learner choice and anytime, anywhere access to district approved digital tools and resources for Humanities, ESL, STEM, Arts, World Languages and a library collection of summer reading. Parents can engage their children in learning enjoyment to support prevention of summer learning loss and accelerating readiness for more challenging courses.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The impact of increasing diversity has enabled us to develop and enhance awareness of the cultural, racial, ethnic and socio-economic backgrounds of our students and families. This is reflected in our curricula, teaching strategies and choice of materials. Every summer the curricula are reviewed and revised to ensure it is representative of our community. We have five magnet schools to provide choice for parents and students at the elementary and middle school level. All students eventually come together when they attend Greenwich High School. Themes are International Baccalaureate Primary (IB), STEM Magnet, World Languages Magnet, and Advancement Via Individual Determination (AVID). Through a rigorous academic program we encourage students to be compassionate citizens and critical thinkers who successfully communicate their thinking and act as responsible members of the community.

The dedicated staff at each school supports every student in developing to his or her full potential. The diversity of our children is recognized as a source of strength and a reflection of our world. 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 families are able to have a voice in their child's education.

The district has a digital device for every student. Hotspots are available throughout the town for those families who do not have access to the internet at their homes. They may also request a mobile hotspot.

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Equitable Allocation of Resources among District Schools

The operating and capital budget is zero-based and thoughtfully developed each year on known and anticipated needs as well as historical trends for the current school year. We develop our budget based on meeting the diverse needs of each school community; e.g. high school students complete a specific number of credits in English, Mathematics, Science, etc. towards graduation outcomes. The budget documents demonstrate the links between the budget, the strategic goals and initiatives and the core academic/SEL programs at every school.

We make resources available at each school for necessary curriculum development and revision, instructional materials, staffing and professional learning. We staff at appropriate levels to support students who need additional services and resources (ELLs, students with disabilities, low socio-economic students, etc.). We utilize Common Core State Standards for program needs and student needs. We use a consistent class size enrollment to determine the number of teachers, specialists, coaches, support personnel and staff to ensure there is equity of resources across the district.