

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



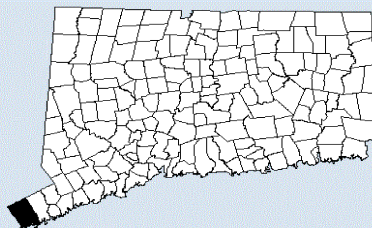
## Greenwich School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	18
Enrollment	8,971
Per Pupil Expenditures <sup>1</sup>	\$21,518
Total Expenditures <sup>1</sup>	\$188,754,431

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,305	48.0	48.4
Male	4,666	52.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	767	8.5	5.1
Black or African American	244	2.7	12.9
Hispanic or Latino	1,904	21.2	24.0
Pacific Islander	*	*	0.1
Two or More Races	370	4.1	2.9
White	5,670	63.2	54.8
English Learners	453	5.0	6.8
Eligible for Free or Reduced-Price Meals	1,334	14.9	35.9
Students with Disabilities <sup>1</sup>	970	10.8	14.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	171	4.0	38	0.9
Male	171	3.7	98	2.1
Black or African American	19	7.5	16	6.2
Hispanic or Latino	111	6.0	50	2.6
White	183	3.3	60	1.1
English Learners	15	3.2	6	1.3
Eligible for Free or Reduced-Price Meals	112	8.9	55	3.8
Students with Disabilities	77	7.6	65	5.8
District	342	3.9	136	1.5
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 587

Number of school-based arrests: 12

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2016-17

## Greenwich School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	650.5
Paraprofessional Instructional Assistants	49.3
<b>Special Education</b>	
Teachers and Instructors	102.0
Paraprofessional Instructional Assistants	116.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	17.7
School Level	44.9
<b>Library/Media</b>	
Specialists (Certified)	21.4
Support Staff	14.5
Instructional Specialists Who Support Teachers	43.5
Counselors, Social Workers and School Psychologists	65.7
School Nurses	17.0
Other Staff Providing Non-Instructional Services/Support	381.6

<sup>1</sup>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.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	25	2.6	1.0
Black or African American	24	2.5	3.6
Hispanic or Latino	49	5.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	873	89.8	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.6	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	25	86.2	22	95.7
Hispanic or Latino	104	84.6	113	90.4
White	377	94.3	424	95.7
English Learners	*	*	11	*
Eligible for Free or Reduced-Price Meals	74	81.3	69	92.0
Students with Disabilities	75	82.4	67	71.3
District	575	92.3	619	94.8
State		63.6		77.5

<sup>3</sup>College-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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	66	61.1
Emotional Disturbance	20	37.7
Intellectual Disability	7	24.1
Learning Disability	313	80.3
Other Health Impairment	142	81.6
Other Disabilities	11	44.0
Speech/Language Impairment	103	85.1
District	662	73.6
State		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Greenwich School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District	State
	Count	Rate (%)
Autism	116	1.3
Emotional Disturbance	53	0.6
Intellectual Disability	30	0.3
Learning Disability	390	4.5
Other Health Impairment	178	2.0
Other Disabilities	27	0.3
Speech/Language Impairment	137	1.6
All Disabilities	931	10.7

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	127,396,793	14,464	9,663
Instructional Supplies and Equipment	2,320,131	263	321
Improvement of Instruction and Educational Media Services	4,389,097	498	578
Student Support Services	12,816,229	1,455	1,103
Administration and Support Services	18,272,047	2,074	1,861
Plant Operation and Maintenance	13,658,394	1,551	1,637
Transportation	5,518,471	576	877
Costs of Students Tuitioned Out	4,383,269	N/A	N/A
Other	0	0	201
Total	188,754,431	21,518	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	5,285,214	600	1,749
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	20,411,354	47.7
Noncertified Personnel	6,078,113	14.2
Purchased Services	1,658,464	3.9
Tuition to Other Schools	4,383,269	10.2
Special Ed. Transportation	2,162,194	5.1
Other Expenditures	8,118,991	19.0
Total Expenditures	42,812,385	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.7	95.6
State	2.0	2.1
Federal	1.7	1.7
Tuition & Other	0.6	0.6

<sup>4</sup>Revenue 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).

# District Profile and Performance Report for School Year 2016-17

## Greenwich School District

### 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	405	83.0	405	88.0	158	71.7
Black or African American	125	63.7	125	54.9	50	51.1
Hispanic or Latino	968	70.2	968	65.5	419	57.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	188	86.5	188	83.4	73	73.2
White	2948	81.2	2945	77.8	1277	68.1
English Learners	468	66.7	468	68.6	156	51.1
Non-English Learners	4173	80.1	4170	76.5	1824	67.1
Eligible for Free or Reduced-Price Meals	664	63.6	664	58.0	285	52.2
Not Eligible for Free or Reduced-Price Meals	3977	81.3	3974	78.7	1695	68.1
Students with Disabilities	569	56.7	568	51.0	230	49.0
Students without Disabilities	4072	81.9	4070	79.2	1750	68.0
High Needs	1343	64.4	1342	61.1	535	53.1
Non-High Needs	3298	84.6	3296	81.7	1445	70.5
District	4641	78.8	4638	75.7	1980	65.8

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	83.9	78.0	76.2	92.8	2,519	82.8
Curl Up	81.9	93.2	93.8	96.7	2,519	91.1
Push Up	80.1	78.2	74.3	85.4	2,519	79.6
Mile Run/PACER	84.8	96.1	94.1	87.9	2,519	90.6
All Tests - District	74.4	66.3	63.4	75.1	2,519	69.9
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Greenwich School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	102	86.3
English Learners	34	79.4
Eligible for Free or Reduced-Price Meals	115	84.3
Students with Disabilities	98	79.6
District	634	94.3
State		87.4

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.3	472	74.1
Male	96.1	426	66.7
Black or African American	92.3	*	*
Hispanic or Latino	96.8	130	52.4
White	97.4	652	77.3
English Learners	100.0	*	*
Eligible for Free or Reduced-Price Meals	95.8	50	30.1
Students with Disabilities	82.7	28	15.1
District	97.2	898	70.4
State	96.1		43.5

<sup>3</sup>College 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

<sup>4</sup>Participation 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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	84.7	93.6
Male	81.0	94.2
Black or African American	65.4	*
Hispanic or Latino	77.9	85.9
White	86.1	95.5
English Learners	50.0	*
Eligible for Free or Reduced-Price Meals	70.5	85.5
Students with Disabilities	67.8	91.4
District	82.9	93.9
State	72.0	88.5

<sup>5</sup>College 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.

<sup>6</sup>College 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

# District Profile and Performance Report for School Year 2016-17

## Greenwich School District

### 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	78.8	75	50.0	50	100.0	67.1
	High Needs Students	64.4	75	43.0	50	85.9	55.9
Math Performance Index	All Students	75.7	75	50.0	50	100.0	62.2
	High Needs Students	61.1	75	40.8	50	81.5	50.5
Science Performance	All Students	65.8	75	43.9	50	87.7	55.3
	High Needs Students	53.1	75	35.4	50	70.8	45.2
ELA Academic Growth	All Students	64.0%	100%	64.0	100	64.0	55.4%
	High Needs Students	57.7%	100%	57.7	100	57.7	49.8%
Math Academic Growth	All Students	77.6%	100%	77.6	100	77.6	61.7%
	High Needs Students	64.3%	100%	64.3	100	64.3	53.7%
Chronic Absenteeism	All Students	3.9%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	7.1%	<=5%	45.7	50	91.4	15.8%
Preparation for CCR	% Taking Courses	93.6%	75%	50.0	50	100.0	70.7%
	% Passing Exams	70.4%	75%	46.9	50	93.8	43.5%
On-track to High School Graduation		97.1%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		94.3%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		96.5%	94%	100.0	100	100.0	82.0%
Postsecondary Entrance (Class of 2016)		82.9%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		92.4%   69.9%	75%	46.6	50	93.3	92.0%   51.6%
Arts Access		63.0%	60%	50.0	50	100.0	50.5%
<b>Accountability Index</b>				<b>1165.8</b>	<b>1350</b>	<b>86.4</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	64.4	10.6	16.7	
Math Performance Index Gap	75.0	61.1	13.9	18.7	
Science Performance Index Gap	70.5	53.1	17.4	16.6	
Graduation Rate Gap	94.0%	96.5%	-2.5%	12.0%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.5
	High Needs Students	99.3
Math	All Students	99.5
	High Needs Students	99.2
Science	All Students	99.5
	High Needs Students	98.9

<sup>3</sup>Minimum 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: 61.8**

**State: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2016-17

## Greenwich School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

.Greenwich's Strategic Improvement Plan has three overarching goals. They are: Academic to ensure each student achieves 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 (best practices for all types of learners), choice of materials, relationships with students and 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 (that meets monthly) to discuss issues, solutions and learning for students with academic and/or SEL challenges both at home and in school.

The District's focus this year is creating a personalized learning environment for all students in order to support their success in achieving their academic, personal and interpersonal goals. Students and teachers will collaboratively look at individual student data (academic, attendance, discipline, social emotional, etc.) to determine ways to meet the goals and how the success will be demonstrated. These goals will be shared with families.

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#### **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. Each summer we review and revise curricula to ensure it is representative of our community. We have 5 magnet themed schools to provide choice for parents at the elementary and middle school levels. Themes are International Baccalaureate (IB Primary and Middle Years Programme), STEM Magnet, World Languages Magnet and Advancement Via Individual Determination (AVID). Through a rigorous academic program we encourage all 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 magnet school (and all schools) 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. Translators are also available during conferences and/or meetings.

The district has a digital device (1:1) for each student. Hot spots are available throughout the town for those families who do not have access to the internet at their homes or they may request a mobile hotspot.

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# District Profile and Performance Report for School Year 2016-17

## Greenwich School District

### **Equitable Allocation of Resources among District Schools**

The budget is zero-based and thoughtfully developed 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, Social Studies, etc. towards graduation outcomes. 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-socioeconomic students, etc.). We utilize Common Core State Standards for program needs and student needs, and then use a consistent class size enrollment to determine number of teachers, specialists, coaches, support personnel and staff to ensure there is equity of resources across the district.