

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



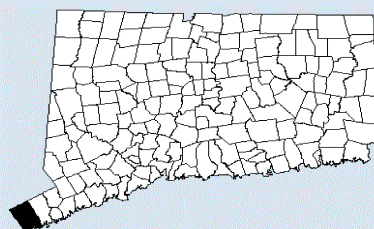
Greenwich School District

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

District Information

Grade Range	PK-12
Number of Schools	17
Enrollment	8,786
Per Pupil Expenditures ¹	\$18,494
Total Expenditures ¹	\$163,207,685

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,272	48.6	48.3
Male	4,514	51.4	51.6
American Indian	*	*	0.2
Asian	712	8.1	4.6
Black or African American	267	3.0	12.9
Hispanic or Latino	1,672	19.0	21.2
Pacific Islander	*	*	0.0
White	5,834	66.4	58.4
Two or More Races	288	3.3	2.3
English Language Learners	486	5.5	5.7
Eligible for Free or Reduced-Price Meals	1,299	14.8	37.3
Students with Disabilities ¹	885	10.1	12.8

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	208	5.0	39	0.9
Male	196	4.4	72	1.5
Black or African American	15	5.9	24	9.2
Hispanic or Latino	120	7.4	44	2.6
White	234	4.1	38	0.6
English Language Learners	31	6.1	7	1.3
Eligible for Free or Reduced-Price Meals	123	10.0	66	4.8
Students with Disabilities	79	8.8	50	5.0
District	404	4.7	111	1.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 4

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.

District Profile and Performance Report for School Year 2013-14

Greenwich School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	639.7
Paraprofessional Instructional Assistants	52.8
Special Education	
Teachers and Instructors	95.2
Paraprofessional Instructional Assistants	117.0
Administrators, Coordinators and Department Chairs	
District Central Office	13.9
School Level	43.5
Library/Media	
Specialists (Certified)	21.9
Support Staff	14.5
Instructional Specialists Who Support Teachers	47.4
Counselors, Social Workers and School Psychologists	64.1
School Nurses	17.0
Other Staff Providing Non-Instructional Services/Support	390.0

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 (%)
Asian	20	2.1	1.0
Black or African American	26	2.7	3.5
Hispanic	44	4.6	3.6
Native American	1	0.1	0.1
White	865	90.5	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.8
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	18	15.7	44	34.6
White	171	36.9	251	53.9
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	13	14.8
Students with Disabilities	0	0	*	*
District	206	31.7	329	49.2
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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

	Count	Rate (%)
Autism	46	53.5
Emotional Disturbance	17	32.1
Intellectual Disability	11	40.7
Learning Disability	276	80.2
Other Health Impairment	106	69.3
Other Disabilities	15	55.6
Speech/Language Impairment	117	83.0
District	588	70.8
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	91	1.1	1.4
Emotional Disturbance	53	0.6	1.0
Intellectual Disability	27	0.3	0.4
Learning Disability	344	4.0	4.2
Other Health Impairment	156	1.8	2.5
Other Disabilities	28	0.3	1.0
Speech/Language Impairment	155	1.8	1.9
All Disabilities	854	10.0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	27	3.1	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	108,334,937	12,250	8,769
Instructional Supplies and Equipment	3,585,909	405	275
Improvement of Instruction and Educational Media Services	3,435,577	388	487
Student Support Services	10,864,289	1,228	965
Administration and Support Services	15,010,951	1,697	1,600
Plant Operation and Maintenance	12,985,005	1,468	1,472
Transportation	4,955,319	515	786
Costs of Students Tuitioned Out	4,035,698	N/A	N/A
Other	0	0	178
Total	163,207,685	18,494	14,642

Additional Expenditures

Land, Buildings, and Debt Service	4,068,651	460	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	19,543,896	49.2	35.6
Noncertified Personnel	4,736,575	11.9	14.5
Purchased Services	1,911,652	4.8	5.0
Tuition to Other Schools	4,035,698	10.2	21.4
Special Ed. Transportation	1,935,432	4.9	8.5
Other Expenditures	7,545,095	19.0	14.9
Total Expenditures	39,708,348	100.0	100.0

PK-12 Expenditures Used for Special Education	24.3	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.1	94.9
State	3.0	3.1
Federal	1.9	2.0
Tuition & Other	0.0	0.0

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).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	70.0	66.5	71.6	68.8	.	.	.	.
Hispanic or Latino	76.5	77.6	79.8	79.5	.	.	.	.
English Language Learners	74.1	74.2	76.8	73.8	.	.	.	.
Eligible for Free or Reduced-Price Meals	70.0	68.8	73.2	72.0	.	.	.	.
Students with Disabilities	63.3	61.6	64.1	62.9	.	.	.	.
High Needs	70.9	70.3	74.1	72.6	.	.	.	.
District	89.2	88.7	90.2	89.3	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	64.3	56.6	60.7	.	.	.	.	.
Hispanic or Latino	74.1	73.5	71.7	74.9	.	.	.	.
English Language Learners	.	.	57.7	66.7	.	.	.	.
Eligible for Free or Reduced-Price Meals	66.9	61.9	65.8	68.4	.	.	.	.
Students with Disabilities	64.6	61.6	52.3	64.4	.	.	.	.
High Needs	68.0	64.7	63.1	69.7	.	.	.	.
District	86.5	85.6	85.6	87.5	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	90.5	77.1	73.4	83.4	2,302	81.5
Curl Up	91.8	91.6	96.3	92.6	2,302	93.0
Push Up	83.8	81.8	79.2	78.1	2,302	81.0
Mile Run/PACER	93.7	95.6	92.7	89.4	2,302	93.0
All Tests - District	75.1	67.7	60.8	68.1	2,302	68.3
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	100	82	91.0	No	91.3
English Language Learners	24	79.2	82.3	No	83.5
Eligible for Free or Reduced-Price Meals	93	81.7	89.8	No	90.2
Students with Disabilities	97	84.5	81.0	Yes	82.3
District	691	94.8	94.0	Yes	94.0
State ⁴		85.5			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 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	89.3	439	68.2
Male	84.4	425	63.1
Black or African American	63.6	10	30.3
Hispanic or Latino	78.1	109	45.0
White	89.6	664	71.5
English Language Learners	59.4	12	37.5
Eligible for Free or Reduced-Price Meals	67.7	60	31.7
Students with Disabilities	48.8	9	22.0
District	86.8	864	65.6
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	85.7	94.7
Male	81.8	94.9
Black or African American	*	*
Hispanic or Latino	75.3	94.1
White	86.6	94.7
English Language Learners	64.7	*
Eligible for Free or Reduced-Price Meals	70.2	94.5
Students with Disabilities	73.9	89.1
District	83.6	94.8
State	72.7	88.5

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

District Profile and Performance Report for School Year 2013-14 Greenwich School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

District Profile and Performance Report for School Year 2013-14

Greenwich School District

Equitable Allocation of Resources among District Schools