

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



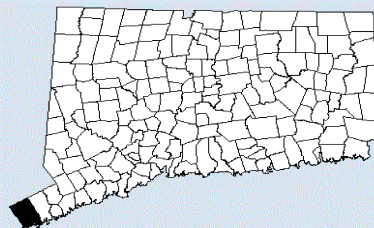
## Greenwich School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	17
Enrollment	8,813
Per Pupil Expenditures <sup>1</sup>	\$21,059
Total Expenditures <sup>1</sup>	\$183,884,384

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,301	48.8	48.3
Male	4,512	51.2	51.6
American Indian or Alaska Native	7	0.1	0.2
Asian	743	8.4	4.7
Black or African American	253	2.9	12.9
Hispanic or Latino	1,740	19.7	22.1
Pacific Islander	6	0.1	0.0
Two or More Races	317	3.6	2.5
White	5,747	65.2	57.2
English Language Learners	571	6.5	6.3
Eligible for Free or Reduced-Price Meals	1,329	15.1	37.6
Students with Disabilities <sup>1</sup>	916	10.4	13.3

<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	133	3.2	40	0.9
Male	140	3.2	81	1.7
Black or African American	20	8.3	16	6.3
Hispanic or Latino	77	4.5	38	2.1
White	162	2.9	58	1.0
English Language Learners	23	3.9	11	1.8
Eligible for Free or Reduced-Price Meals	92	7.3	64	4.4
Students with Disabilities	69	7.4	44	4.3
District	273	3.2	121	1.3
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 913**

<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 2014-15

## Greenwich School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	649.9
Paraprofessional Instructional Assistants	50.1
<b>Special Education</b>	
Teachers and Instructors	96.5
Paraprofessional Instructional Assistants	122.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	15.3
School Level	45.0
<b>Library/Media</b>	
Specialists (Certified)	19.4
Support Staff	14.5
Instructional Specialists Who Support Teachers	47.9
Counselors, Social Workers and School Psychologists	65.2
School Nurses	17.0
Other Staff Providing Non-Instructional Services/Support	391.1

<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	21	2.2	1.0
Black or African American	24	2.5	3.5
Hispanic or Latino	46	4.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	874	90.5	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	98.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	9.2

### 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	27	87.1	12	*
Hispanic or Latino	84	83.2	100	90.1
White	423	93.4	445	95.5
English Language Learners	13	44.8	16	*
Eligible for Free or Reduced-Price Meals	75	79.8	65	91.5
Students with Disabilities	71	78.0	56	69.1
District	580	91.3	614	94.6
State		58.4		73.8

<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	58	62.4
Emotional Disturbance	22	36.7
Intellectual Disability	9	37.5
Learning Disability	292	80.9
Other Health Impairment	107	74.8
Other Disabilities	13	50.0
Speech/Language Impairment	123	84.8
District	624	73.2
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Greenwich School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	98	1.1	1.5
Emotional Disturbance	60	0.7	1.0
Intellectual Disability	24	0.3	0.5
Learning Disability	361	4.2	4.4
Other Health Impairment	146	1.7	2.6
Other Disabilities	29	0.3	1.0
Speech/Language Impairment	161	1.9	1.9
All Disabilities	879	10.3	13.0

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	14	1.6	8.1
Private Schools or Other Settings	18	2.0	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	123,795,353	14,124	9,134
Instructional Supplies and Equipment	3,161,850	361	334
Improvement of Instruction and Educational Media Services	4,062,061	463	498
Student Support Services	12,283,827	1,401	1,001
Administration and Support Services	16,574,532	1,891	1,694
Plant Operation and Maintenance	14,042,393	1,602	1,572
Transportation	5,232,144	554	813
Costs of Students Tuitioned Out	4,732,224	N/A	N/A
Other	0	0	186
Total	183,884,384	21,059	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	5,733,443	654	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	19,447,977	47.0	35.1
Noncertified Personnel	5,803,197	14.0	14.2
Purchased Services	1,743,071	4.2	5.2
Tuition to Other Schools	4,732,224	11.4	22.0
Special Ed. Transportation	1,987,767	4.8	8.6
Other Expenditures	7,648,516	18.5	14.9
Total Expenditures	41,362,752	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.8	94.7
State	3.0	3.1
Federal	1.6	1.6
Tuition & Other	0.5	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 2014-15

## 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	358	85.3	358	85.5	158	67.1
Black or African American	134	65.4	134	52.3	50	50.2
Hispanic or Latino	859	71.6	860	61.5	366	57.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	148	86.9	148	82.0	60	71.8
White	2998	82.3	2997	74.7	1315	67.3
English Language Learners	296	66.8	297	62.3	110	52.4
Non-English Language Learners	4208	81.1	4207	73.3	1845	65.8
Eligible for Free or Reduced-Price Meals	659	65.5	660	54.4	282	51.8
Not Eligible for Free or Reduced-Price Meals	3845	82.7	3844	75.7	1673	67.3
Students with Disabilities	540	55.6	541	47.3	254	47.5
Students without Disabilities	3964	83.5	3963	76.0	1701	67.7
High Needs	1201	64.4	1202	56.2	537	51.7
Non-High Needs	3303	85.9	3302	78.5	1418	70.2
District	4504	80.1	4504	72.6	1955	65.1

#### 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	91.0	77.9	78.0	N/A	1,765	82.3
Curl Up	96.4	94.0	97.0	N/A	1,765	95.8
Push Up	88.4	81.5	77.8	N/A	1,765	82.5
Mile Run/PACER	97.3	94.9	94.8	N/A	1,765	95.6
All Tests - District	81.7	66.5	64.6	N/A	1,765	70.9
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Greenwich School District

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	21	81.0	.		.
Hispanic or Latino	130	90.8	91.3	No	91.6
English Language Learners	27	74.1	83.5	No	84.6
Eligible for Free or Reduced-Price Meals	124	84.7	90.2	No	90.7
Students with Disabilities	85	85.9	82.3	Yes	83.6
District	670	95.1	94.0	Yes	94.0
State <sup>4</sup>		87.0			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 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	87.4	441	70.3
Male	79.0	407	61.9
Black or African American	52.2	11	23.9
Hispanic or Latino	69.3	90	42.5
White	87.5	670	72.9
English Language Learners	53.3	21	46.7
Eligible for Free or Reduced-Price Meals	53.3	48	29.1
Students with Disabilities	36.2	8	17.0
District	83.1	848	66.0
State	67.2		37.3

<sup>5</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	83.5	94.8
Male	79.6	94.5
Black or African American	*	*
Hispanic or Latino	73.1	88.6
White	85.2	95.4
English Language Learners	59.2	81.8
Eligible for Free or Reduced-Price Meals	76.3	88.4
Students with Disabilities	76.6	81.4
District	81.5	94.6
State	72.6	88.8

<sup>7</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>8</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 2014-15

## Greenwich School District

### Next Generation Accountability Results

These statistics are the first 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	80.1	75	100.0	100	100.0	67.9
	High Needs Students	64.4	75	85.9	100	85.9	56.7
Math Performance Index	All Students	72.6	75	96.8	100	96.8	59.3
	High Needs Students	56.2	75	74.9	100	74.9	47.8
Science Performance Index	All Students	65.1	75	86.8	100	86.8	56.5
	High Needs Students	51.7	75	69.0	100	69.0	45.9
Chronic Absenteeism	All Students	3.2%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	6.0%	<=5%	48.1	50	96.1	17.3%
Preparation for CCR	% Taking Courses	93.0%	75%	50.0	50	100.0	66.1%
	% Passing Exams	66.0%	75%	44.0	50	88.1	37.3%
On-track to High School Graduation		96.4%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		95.1%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		93.2%	94%	99.1	100	99.1	77.6%
Postsecondary Entrance (Class of 2014)		81.8%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		65.9%   70.9%	75%	11.8	50	23.6	87.6%   51.0%
Arts Access		62.6%	60%	50.0	50	100.0	45.7%
<b>Accountability Index</b>				<b>1116.3</b>	<b>1250</b>	<b>89.3</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	17.3	
Math Performance Index Gap	75.0	56.2	18.8	19.6	
Science Performance Index Gap	70.2	51.7	18.4	17.2	
Graduation Rate Gap	94.0%	93.2%	0.8%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.5
	High Needs Students	98.8
Math	All Students	99.5
	High Needs Students	99.0
Science	All Students	99.8
	High Needs Students	99.8

### 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: 57.6      State: 50.1**

#### 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 2014-15 Greenwich School District

## **Narratives**

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

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

# District Profile and Performance Report for School Year 2014-15

## Greenwich School District

### Equitable Allocation of Resources among District Schools