

**GREENWICH PUBLIC SCHOOLS
MONITORING REPORT
WHOLE STUDENT DEVELOPMENT (E-002)
FEBRUARY 2008**

I hereby present the monitoring report on the District Ends Policy, "Whole Student Development." I certify compliance and that the information contained in this report is accurate.

Signed: _____
Betty J. Sternberg, Superintendent of Schools

Date: _____

BROADEST POLICY PROVISION

The District shall provide an educational experience that develops students' social, emotional, creative, and physical skills and talents. The experience shall be designed to develop and reinforce students' knowledge and skills to become creative, capable, compassionate, and responsible members of society.

The District will have in place a system to promote students' development of qualities of good character, which will include, at a minimum, the following:.

Student Attributes:

- Respect for self and others
- Compassion
- Honesty and integrity
- Courage
- Self-confidence
- Self-discipline
- Perseverance

Student Outcomes:

- Value diversity
- Engage in ethical decision-making
- Resolve conflicts peacefully
- Persevere in accomplishing goals
- Work cooperatively with others
- Solve problems creatively and effectively
- Communicate effectively
- Accept consequences of their actions
- Contribute to their community and the larger society

Staff members will model and reinforce these qualities of good character and work with parents and community members to develop them in students. Annually, the District shall report to the Board on evidence of students' acquiring these attributes and exhibiting these outcomes.

The District will also provide opportunities for students before, during and after school to develop their interests and talents through a comprehensive array of coordinated programs and activities. The emphasis of such programs will be to develop not only students' skills and knowledge but also their qualities of good character, creativity, responsibility, sportsmanship, cooperation, and leadership. Opportunities will include the following:

- Visual and performing arts, including presentations and performances
- Athletic activities, such as inter-scholastic sports, intra-murals, etc.
- Activities that benefit others, such as school and community service
- Student government and civic activities
- Academic enrichment activities

EXECUTIVE SUMMARY

The District recognizes that it has responsibility beyond academic preparation to include the physical, creative, social and emotional growth of students. The extent to which the District is in compliance with this policy is illustrated in four ways: the integration of all students in the school community, particularly students with disabilities; social-emotional learning initiatives in every school which teach and reinforce positive social/emotional behaviors; participation of students in extracurricular activities and intramural/interscholastic sports; and activities designed to decrease the occurrences of inappropriate behaviors (incidents that result in suspension or expulsion).

A growing body of research clearly links academic achievement to student social and emotional competencies and documents that the presence of competencies in this area helps students persist and succeed in challenging academic environments. A range of curricular and non-curricular programs and services must be provided on a consistent and comparable basis throughout the system's schools. Barriers to participation must be identified and addressed to ensure equal access for all students.

All fifteen school organizations included a goal in the area of Social Emotional Learning in their SIT plan for the 2007-2008 school year. All schools reported progress or achievement of the goal in this area. Schools continue to use the "School Rubric" developed by the SEL district committee (social emotional learning) to self-assess and develop priority goal areas. The areas in the "Student Rubric" were included in the pilot of the new elementary report card. The language used in the rubric and in the pilot report card were brought into alignment to reduce confusion.

The District continues to be in compliance with the Policy's directive to provide experiences that extend beyond the classroom and academics. As noted in previous Monitoring Reports, at both middle and high school levels, there continues to be a broad range of clubs, activities, service opportunities, performance groups, sports teams and intramurals designed to meet the interests of students. As indicated in responses to the survey completed by graduating seniors, most students report participating in some extracurricular activity during their years in the Greenwich Public Schools. The high participation rates for performing arts groups at Greenwich High School continues to support the district's capital project request for increased space to support these activities.

The area that evidenced significant growth as well as continuing to show exception to the District's compliance with this policy continues to be the number of students who have been suspended and/or expelled and their disproportionate representation in terms of race and disability status. Data from 2007-2008 continues to show that students who receive special education services and who are African-American and Hispanic are more likely to be suspended/expelled than one would expect given the percentage of these students in the general school population. "Attendance" continues to be the most common reason for suspension although there has been a 10% decrease in suspensions due to attendance related behaviors. A significant change in the Connecticut regulations on suspension and expulsion will take effect in July 2009, however the secondary schools have been proactive in developing alternatives to out-of-school suspensions.

The district is in substantial compliance with Policy E-002 with the exception of the disproportionate suspension/expulsion rate for students with disabilities and students who are African-American and Hispanic.

GOVERNANCE ISSUES

1. As of July 1, 2008 Section 10-233c of the general statutes is amended by adding subsection 9f) as follows (Effective July 1, 2009):

Suspensions pursuant to this section shall be in-school suspensions, unless during the hearing held pursuant to subsection (a) of this section, the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension. The Board should review E-002 to ensure compliance with the revised general statute.

2. As of February 1, 2009 Public Act 80-160:

(7) of this section shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying. For purposes of this section, "bullying" means any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the

other student while on school grounds, at a school-sponsored activity or on a school bus, which acts are [repeated against the same student over time] committed more than once against any student during the school year. Such policies may include provisions addressing bullying outside of the school setting if it has a direct and negative impact on a student's academic performance or safety in school. Not later than February 1, 2009, each local and regional board of education shall submit the policy developed pursuant to this section to the Department of Education. Not later than July 1, 2009, each local or regional board of education shall ensure that the policy is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

This policy was changed to reflect the revisions to the Public Act. The district is in the process of revising the current procedures, including documentation, to be in compliance with the new requirements.

MANAGEMENT ISSUES

1. District and school level staff, with leadership from the District SEL Committee, needs to revise the SEL Student Rubrics to be consistent in format with the standards-based rubrics currently under development in the K-5 academic content areas for use with the new elementary report card.
2. District and school level staff members need to refine their in-school suspension alternatives in response to the change in the state statute that are responsive to the grade/developmental levels of the students.
3. School-based staff need to review the programs and activities implemented in response to the number and disproportionate nature of suspension/expulsion of students to determine the impact. While the number of suspensions/expulsions has decreased as a result of school-based initiatives, the disproportionate application of this consequence for students who are African-American, Hispanic and disabled continues.
4. District and school staff need to develop consistent definitions and methods for recording discipline referrals particularly "student-to-student" incidents that could meet the definition of bullying,

ACCOMPLISHMENTS

1. Time with nondisabled peers (TWNDP)

The P.J. et al settlement agreement focused on increasing the participation of students with intellectual disabilities in general education settings including attendance at the students' home schools and participation in extracurricular activities. However, the data collected under the P.J. agreement reflects only those students in the "class" (students identified in the class action) and not all students with disabilities. Greenwich continues to be identified as "Meeting Target" under the area *Increase Regular Class Placement*, and "Substantial Compliance" under the area of *Increase Mean TWNDP*.

The data below reflects the district's data as reflected in the areas identified under the Connecticut State Performance Plan (SSP). The SSP fulfills the federal requirement that each state have in place a State Performance Plan to evaluate the state's efforts to meet the requirements and purposes of the Individuals with Disabilities Education Act (IDEA). The TWNDP data is collected using the criteria and includes ALL students receiving special education services:

- Indicator 5A Removed from regular class less than 21% of the day (Percent =(#of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs) times 100.
- Indicator 5B Removed from regular class greater than 60% of the day (Percent =(#of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs) times 100.
- Indicator 5C Served in public or private separate schools, residential placements, or homebound or hospital placements. (Percent =(#of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs) times 100.

This data (from the SSP) has been substituted for the P.J. data, since it represents all students with IEPs and not just those students with intellectual disabilities as their primary disability under IDEA. The SSP information is always reported one year prior to the current school year (the SSP received by the district in August 2008 was for the 2006-2007 school year).

Connecticut State Performance Plan Indicator	2005-2006 Greenwich	2005-2006 Statewide Target	2006-2007 Greenwich	2006-2007 Statewide Target
5A Increase Regular Class Placement	71.7%	62.5%	73.9%	65.0%
5B Decrease Separate Class Placement	5.8%	10.0%	5.5%	9.0%
5C Decrease Placements in Separate Schools, Residential or Other Settings	4.4%	6.0%	4.9%	5.8%

2. Social Emotional Learning

SEL is the process through which students develop skills necessary to understand and manage life tasks through solving problems in peaceful ways, contributing to the classroom and school, valuing diversity and human rights, demonstrating citizenship, and developing the qualities of an emotionally healthy person.

Research shows a connection between academic achievement and SEL; a school and classroom environment that integrates SEL is far more likely to provide students with a supportive, safe context for teaching and learning, thus increasing the probability of improved academic learning. Students who incorporate SEL skills and competencies into their lifestyle and decision-making rituals and routines demonstrate a greater sense of responsibility, caring and concern for the well being of others, as well as themselves. Through Policy E-002, the Board has charged each school with the responsibility of providing a structure that supports social emotional learning; clearly articulating expectations to students, staff and families; and teaching the skills associated with positive social behaviors. Toward this end, each school self-assesses its current status using the “SEL School Rubric” and uses this information to identify priorities and develop an SEL goal as a part of the SIT plan. The following chart specifies the SEL goal identified by each school for the 2007-2008 school year and statements regarding progress as reported to the Deputy Superintendent in October 2008.

Social/Emotional Learning Goals from 2007-2008 SIT Plans

School	2007-2008 SEL Goal	Progress/Status of Goal
CC	<p>Statement of SMART Goal: Teaching and learning relationships will be characterized as <i>fully functional</i> and at the <i>exemplary implementation</i> level by June 2010 as measured by rubric 6 of the GPS SEL Implementation Rubric</p>	<ul style="list-style-type: none"> • School-wide positive reinforcement plan (Cos Cob CARES Phoenix feathers) – continued implementation and development; documentation of student participation • SEL-related class meetings – increased implementation by classroom teachers • Feedback – surveys administered to all stake-holders to determine SEL areas of strength and challenges to be addressed.
GL	<p>Statement of SMART Goal: Our immediate goal is to maximize achievement for all students and close achievement gaps. Additionally, our 3 year goal is to build a community that is respectful to all members and their environment and to facilitate a nurturing learning atmosphere to maximize achievement and close the gap while developing the skills necessary to succeed in the 21st century.</p>	<ul style="list-style-type: none"> • Glenville’s program was designed to meet the SEL needs of the Glenville population in all the grade levels. The Go-Getter program was implemented in Kindergarten with much more continuity this year. Kindergarten followed the same program however the class was recognized as a whole in lieu of individual recognitions. Data collected in grades 3-5, from exiting 5th graders, and parent survey results completed in January 2008 indicate that there continues to be less buy in to the program in the upper grades. Recognition and satisfaction in the upper grades actually decreased rather than increasing the 10% we had anticipated. Enhancing these areas will make the program more effective in creating a solid foundation and a lasting impact in those grade levels. • Glenville will also want to continue looking toward more effectively supporting the teachers and staff in facilitating this program through professional development opportunities. Teacher (stakeholders) satisfaction however did increase more than the anticipated 5% even though the intended professional learning opportunities were not available..
HA	<p>Statement of SMART Goal: To create a positive school climate conducive to creating maximum learning opportunities for students. Smart Objectives: 75% of classroom teachers will be trained in the Responsive Classroom (RC) Model. 100% of specials and support staff will implement the RC Model. 0% of students will be given an out of school suspension. No more than 5 student referrals for discipline will be made in one week during the 07-08 school year.</p>	<ul style="list-style-type: none"> • Hamilton Avenue developed individual behavioral support plans for students needing more support than the RC model provided. • Provided incentives for work completion and positive behavior. Student to student tutoring was not implemented. • An analysis of referrals to the main office could not be done as the notebook was lost during the crisis (move). However, it appears that fewer referrals of students occurred in the first half of the year. Referrals of students increased after the dispersal. Three students were ultimately given out of school suspensions due to the nature of the infractions (weapons, fighting).

ISD	<p>Statement of SMART Goal:</p> <p>1. The ISD School Community will create “school family units” which will meet regularly throughout the school year.</p> <p>2. Students will begin to develop portfolios to set an academic and a social-emotional goal and to assess their growth over the school year.</p> <p>3. Staff will revise the IB Program of Inquiry (POI) for Redundancy and omissions resulting in a more balanced POI.</p>	<ul style="list-style-type: none"> • The ISD students appeared to enjoy and appreciate the "ISD Family" program. The program will continue for the 08-09 school year with the plan of surveying students and parents to assess their level of satisfaction with it and to determine its' benefits. • Some improvement was made toward the school's Program of Inquiry in the area of identifying needs for change. These changes will be addressed and completed by the school's next self-study as mandated by the IB Organization (2010).
JC	<p>Statement of SMART Goal:</p> <p>All 4th and 5th graders will be trained in conflict resolution strategies</p> <p>K-5 parents will gain a better understanding of the school’s whole student development initiatives</p>	<ul style="list-style-type: none"> • There were no student suspensions in the 2007-2008 school year. Had four suspensions in the prior year. • The number of Excellent Eagles commendations was 365 K-5. The previous year there were approximately 150 commendations. • There were only 19 office referrals for student misbehavior. This is a decrease from 40 the previous year. • Students, staff, and parents completed SEL surveys in the spring of 2008 showed 85% satisfaction with student behavior an increase of 6 percentage points over the figure of 79% from the previous year. • Harris Interactive data from the spring of 2008 reveals that staff are still concerned about good student behavior; hence, we will continue our SEL goal in the 2008-2009 school year. We are modifying the goal to institute the Responsive Class model in all K-5 classrooms.
NL	<p>Statement of SMART Goal:</p> <p>To implement a comprehensive K-5 Social Emotional Learning (SEL) Program.</p>	<ul style="list-style-type: none"> • SEL Committee determined that SEL objectives could be accomplished by incorporating KIDSCARE program into Learner Profile Attributes of International Baccalaureate Primary Years Programme. • SEL Committee made commitment to include a Friday Celebration component into IB program for 2008-2009
NM	<p>Statement of SMART Goal:</p> <p>Established baseline data during 07-08: Given a scale of 1-5 on a school climate survey:</p> <p>66% of teachers scored in the 4-5 range</p> <p>68% of students scored in the 4-5 range</p> <p>All of the Greenwich Public School Implementation indicators will be at levels 3-4 on the rubric by June 09’</p>	<ul style="list-style-type: none"> • September 07’ 65% of Greenwich Implementation indicators were at levels 3-4 on the rubric • June 08’ 92% of Greenwich Implementation indicators were at levels 3-4 on the rubric

NS	Statement of SMART Goal: Full implementation of a peer mediation system for grades K-5 by 2012 that provides for behavioral expectations and consequences through peer mediation.	<ul style="list-style-type: none"> • Goal not accomplished. 5th grade students did not have pre-requisite skills to complete peer mediation training. Instead worked on character-building and team-building activities focused on working toward the goal of developing peer mediation. Select 5th graders participated in small group training with school psychologist to build skills. • Continued to implement REACH program school-wide.
OG	Statement of SMART Goal: 90% of new parents and students will report feelings of acceptance and belonging by the Old Greenwich School community.	<ul style="list-style-type: none"> • Grade level, classroom and school-wide community building assemblies and activities occurred regularly. • New family orientation held in August, 100% attendance by new families. • All new families partnered with current family. • 100% attendance of students in lunch groups. • Harris student survey results showed 83% overall satisfaction with OGS. • Harris student survey results reported 86% “most other students nice to them”.
PK	Statement of SMART Goal: 93% or more of all Parkway students will indicate feeling safe in unstructured environments as measured by the Responsive Classroom survey administered in May 2008	<ul style="list-style-type: none"> • 93% of the students at Parkway indicated feeling safe in unstructured environments as measured by the Responsive Classroom survey administered in May 2008 • 83% of the students who ride the bus at Parkway indicated feeling safe on the bus • 96% of the students at Parkway indicated feeling safe in unstructured environments (lunch, recess and in the hallways)
RV	Statement of SMART Goal: Establish a strong home school partnership regarding student social emotional learning.	<ul style="list-style-type: none"> • Our major objective was met during 07-08. An handbook was developed, printed and distributed to all students and families. • Staff understanding and buy-in to the social emotional initiative continues to increase as we implement a common language.
CMS	Statement of SMART Goal: An advisory program will foster and support a positive and caring school environment for CMS students.	<ul style="list-style-type: none"> • A variety of advisory program models were implemented at each grade level. These models include: Core time, morning homeroom, afternoon advisor base, and Character Counts. • The SIT has found many places where SEL precepts are used, either as embedded values in curriculum, or as explicit goals of a program. These include the after school and community service programs, many individual teacher and team activities, the guidance department, school psychologist, social worker outreach, and community outreach by the building administration. • Ms. Walsh gave a series of talks with the parent body about adolescent development, highlighting SEL best practices • The AIM program is an exemplary model of SEL precepts used to help at-risk students adjust to mainstream school life

School	2007-2008 SEL Goal	Progress/Status of Goal
EMS	<p>Statement of SMART Goal: 81% or more of the students at Eastern Middle School will indicate that they are pleased with the experience they are having at Eastern and agree that Eastern provides a safe environment as measured by the EMS Student Survey administered in April 2008</p>	<ul style="list-style-type: none"> • 84% of students responding to our survey are “pleased with the experience they are having at Eastern”. • Also, 90% of students either strongly agree or agree that “Eastern provides a safe environment for students”, and 81% strongly agree or agree that “The classrooms provide a pleasant environment for learning.” • However, students had concerns about the lack of help they receive in organization and study skills (21% not satisfied), and Eastern’s clubs and activities meeting their needs (24% not satisfied).
WMS	<p>Statement of SMART Goal: In response to a school-wide, systematic approach to developing a nurturing community, students will develop a positive sense of belonging as evidenced by an increase in participation in extra-curricular activities and a 10% decrease in suspensions.</p>	<ul style="list-style-type: none"> • The results from the Harris Survey revealed the following priorities for change to increase student satisfaction. Students highlighted the need to examine the presentation of curriculum in the core subjects, prepare students for employment and careers, and optimize preparation for standardized tests. Results from parents are similar to students, as well as a desire to enhance communication regarding their child’s academic progress. Teachers and staff prioritized taking additional steps to address the issue of disorderly student behavior. • WMS created its own SEL rubric, which will be implemented in 2008 - 2009. • There was an increase in the number of students participating in extracurricular activities from the 2006 - 2007 to the 2007 - 2008 school year; 30% of club participants were Hispanic, and many students participated in several activities/clubs. • There was a 34% reduction in suspensions. The total number of suspensions decreased from 104 in 2006 - 2007 to 63 in 2007 - 2008. The number of Latino students receiving suspensions decreased from 31 to 14, and the number of Special Education students receiving suspensions decreased from 37 to 19. • There was mild improvement in student tardiness to school, and we will continue to focus on this objective.
GHS	<p>Statement of SMART Goal: Improve connectedness of all students to GHS by supporting class attendance, emphasizing work ethic, and modifying disciplinary consequences. By 2010 there will be a 10% reduction in unexcused absences and a 10% reduction of suspensions for attendance issues. The Harris satisfaction survey administered in 2010 will show a 10 percentage point reduction in the students who feel their classes are not engaging.</p>	<ul style="list-style-type: none"> • Out-of-school suspensions were reduced by 43% • In-school suspensions were reduced by 26% • Administrator classroom visits increased 51% • Class cuts remained about the same • Baseline data was gathered regarding all student assistance programs that exist at GHS. • 2008 Harris survey results indicated a reduction in the percentage of students feeling their class was not interesting for math and English. In science, social studies and world language it increased. It should be noted that the high school wished to reword this question to ask students if they were <i>actively engaged</i> in their class rather than <i>interested</i> but this was not allowed. Also, due the timing of the survey’s administration, seniors did not participate.

3. Participation in Extracurricular Activities

Another indicator of district's compliance with E-002 is the extent to which students participate in school-sponsored extracurricular activities. The majority of these activities occur at the secondary level. Information regarding student participation in clubs and other activities is obtained through a survey of graduating seniors, club advisor/coach reporting and review of the GHS yearbook. Since student attendance in these activities may vary throughout the year and fluctuate for a variety of reasons, the student data should be viewed as a general statement about participation and interest.

Greenwich High School Graduates Exit Survey

As reported by the graduating seniors in June 2008, sports programs and community service continue to represent the activities with the highest participation rate for both boys and girls, although girls' participation in sports showed a significant increase. Consistent with prior results, students cite homework and jobs as limiting factors to increased participation. Again, consistent with prior results, girls are more likely to participate in numerous activities over their years at GHS and most students decrease the number of activities they participate in as they become upperclassman. Less than 10% of both boys and girls who completed the survey indicated that they did not participate in any activities during middle school with sports, community service, and clubs the most popular activities.

	Girls	Percent of Response	Boys	Percent of Response	Total	Total # of Seniors	Percent Response
2006-2007 Total number of responses	168	50%	168	50%	336	688	49%
2007-2008 Total number of responses	237	58%	170	42%	407	683	60%

	2007-08 Girls	Percent of Response	2007-08 Boys	Percent of Response	2006-07 Girls	Percent of Response	2006-07 Boys	Percent of Response
Sports	141	35%	224	55%	72	43%	105	63%
Interscholastic	121	30%	161	40%				
Intramural	20	5%	63	15%				
Student Government	43	11%	41	10%	23	14%	13	8%
Theater	41	10%	26	6%	20	12%	17	10%
Art	106	26%	49	12%	53	32%	41	24%
Dance	24	6%	6	1%	10	6%	6	6%
Music	91	22%	54	13%	54	32%	44	27%
Community Service	142	35%	133	33%	97	58%	62	37%
School Service	84	21%	57	14%	58	35%	41	24%
Clubs	73	18%	113	28%	83	49%	64	39%
Honors	92	23%	73	18%	80	48%	50	30%
Publications	26	6%	17	4%				
Other	37	9%	41	10%				
None	14	3%	13	3%				

	<i>2007-08 Girls</i>	<i>Percent of Response</i>	<i>2007-08 Boys</i>	<i>Percent of Response</i>	<i>2006-07 Girls</i>	<i>Percent of Response</i>	<i>2006-07 Boys</i>	<i>Percent of Response</i>
Student participating in 3 or more activities for all four years	96	24%	68	17%	71	42%	46	27%
Students who participation increased from 9th to 12th grades	79	19%	79	19%	59	35%	63	38%

Reported participation in middle school activities	<i>2007-08 Girls</i>	<i>Percent of Response</i>	<i>2007-08 Boys</i>	<i>Percent of Response</i>
Sports	127	31%	153	38%
Community Service	114	28%	80	20%
Music/Theater	94	23%	51	13%
Student Government	49	12%	25	6%
Clubs	107	26%	95	23%
None	31	8%	15	4%

Reason for not participating	<i># of responses</i>
After school job	70
Too much homework	66
Home responsibilities	51
Nothing of interest	49
My choice	45
Too many community activities	32
No transportation	27
Cut from the team	24
Didn't know what was available	17
Too expensive	9
After school tutoring	8

High School Student Activities

During the 2007-2008 school year there were 69 clubs/organizations with active memberships at Greenwich High School. Most meet weekly and after school. The following information was obtained by reviewing the 2008 Greenwich High School yearbook and from participation data provided by the Student Activities office at GHS. Given that there are no criteria for participation, student numbers may differ slightly depending on when the information is requested or the Yearbook picture is taken.

Clubs/Organizations with 10 or fewer participants

Comic Book Club	Sewciety	Socrates Café
AIDS Awareness	Nu Musik	German Honor Society
Food for Thought	Iran-American Club	Treat for Troops
Amnesty International	Sierra Student Alliance	Connecticut Challenge Team

Clubs/Organizations with 11-30 participants

Frisbee	Squash	Hockey Sack
Gay Straight Alliance	Friendship Club	Hand in Hand
We the People	Math Club	Strategy
Debate Club	Key Club	Animal Rescue
Signettes	Link	Outreach
SADD	Cancer Awareness	YNet
Literacy Magazine	Novel Discussions	Compass
BEAK	Jazz Appreciation Club	Art Club
Anime	Notes	Building with Books
iTeach	Big Brothers, Big Sisters	Neighbor to Neighbor
Italian Honor Society	Mock Trial	French Honor Society
German Honor Society	Italian Club	Israel Club
German Club	Vision	Mandarin Club
Heifer Club	Model UN	Theater Arts Technical
Magic Circle	Thespians	Diversity Awareness
Organization of Black Students	Environmental Action	Marine Bio Club
Touch Football		

Clubs/Organizations with 31-80 participants

Spanish Honor Society	Downhill Demons	Improv Troupe
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Clubs/Organizations with more than 80 participants

Habitat for Humanity	Student Government	Peer Mentors
Stand by Me	Crew Club	National Honor Society

During the 2007-2008 school year, there were 16 musical performance groups at Greenwich High School. Membership ranged from 8 members (Flute Choir) to 147 members (Concert Choir). The musical groups were, in order of student participants:

Flute Choir	String Orchestra
Jazz Ensemble	Wind Ensemble
Jazz Lab Band	Orchestra
Percussion Ensemble	Symphony Band
String Ensemble	Marching Band
Witchmen	Chorale
Chamber Singers	Concert Band
Madrigals	Concert Choir

The Theater Department at Greenwich High School presented four productions over the 2007-2008 school year involving over 100 students:

Measure for Measure
Bank Shot
Wizard of Oz
A Little Night Music

Greenwich High School staff and students also sponsored two large events designed to increase tolerance and diversity awareness and support those suffering in other countries. Thirty-two teams, including 7 faculty teams participated in "Dodgeball For Darfur." The staff and students also planned a number of experiences for the freshman class during "Names Day," the annual event designed to further tolerance and acceptance.

Middle School Extracurricular Activities

School	Name of Activity	Season	Grade 6 Girls	Grade 6 Boys	Grade 7 Girls	Grade 7 Boys	Grade 8 Girls	Grade 8 Boys	Total	Schedule
EMS	Young Directors Guild	ALL	0	0	2	1	2	5	10	3-4 x week, 6 weeks
EMS	French Club	ALL	4	1	4	1	1	0	11	1 x month, 45 minutes
EMS	Sew It Up Club	ALL	6	0	5	0	0	0	11	2 x month, 90 minutes
EMS	Spanish Club	ALL	0	0	0	6	1	4	11	2 days month, 60 minutes
EMS	Yearbook	ALL	4	0	2	0	5	0	11	1 x week, 60 minutes
EMS	Chess and Other Classic Games Club	ALL	0	2	1	3	2	4	12	1 x week, 60 minutes
EMS	Debate Club	ALL	8	0	0	0	0	5	13	1 x week, 12/07-5/08
EMS	Lego Robotics Club	ALL	6	4	0	3	0	0	13	1 x week, 60 minutes
EMS	Animal Rescue Club	ALL	14	0	0	0	0	0	14	1 x month, 60 minutes
EMS	Knitting Club	ALL	10	0	5	0	0	0	15	1 x week, 60 minutes
EMS	Literacy Club	ALL	2	0	10	3	2	0	17	1 x week, 60 minutes
EMS	Geography Bee	ALL	4	6	0	6	0	6	22	2 days in January
EMS	Young Volunteers	ALL	14	3	6	2	0	0	25	1 x month, 60 minutes
EMS	Morning Hoops	ALL	6	8	4	8	4	10	40	2 x week
EMS	National Science League Competition	ALL	10	15	10	10	0	0	45	1 x 45 minutes
EMS	Environmental Action Club	ALL	8	5	11	9	7	10	50	1-2 x month, 45 minutes
EMS	SCA	ALL	8	11	11	7	6	11	54	1 x week, 40 minutes
EMS	Current Events League	ALL	0	0	7	8	32	34	81	4 x over the school year (40 minutes each session)
EMS	Wordmasters	ALL	15	15	15	15	15	15	90	3 x year, 60 minutes
	Total		119	70	93	82	77	104	545	

School	Name of Activity	Season	Grade 6 Girls	Grade 6 Boys	Grade 7 Girls	Grade 7 Boys	Grade 8 Girls	Grade 8 Boys	Total	Schedule
WMS	TV Club	All		1				15	16	2 x week, 60 minutes
WMS	Rocket Club	Winter/Spring	2	11		1		1	15	1 x week, 60 minutes
WMS	Modern Marvels	All		3		2			5	2 x month, 60 minutes
WMS	Lego Club	All		12		1			13	1 x week, 60 minutes
WMS	Fitness Club	All			8	5	10	3	26	2 x week, 60 minutes
WMS	Dance Club	All	5	5	4	2	5	3	24	1 x week, 60 minutes
WMS	Yearbook Club	Winter/Spring	5	7	1	7	8	1	29	2 x week, 60 minutes
WMS	International Club	All	1	2			6	9	18	2 x week, 60 minutes
WMS	Origami	All	1	3	3	4	4	7	22	2 x month, 60 minutes
WMS	Jewelry and Fashion	All	2		9		7		18	2 x month, 60 minutes
WMS	Holiday Cooking	Winter	2	1	5	3	5	6	22	2 x week, 60 minutes
WMS	Festival of Trees	Fall/Winter	3	2	4	1		1	11	2 x week, 60 minutes
WMS	Student Service Club	All	8	5	5	1	2		21	1 x week, 60 minutes
WMS	Hand in Hand Club	All	3	5	7	2		6	23	2 x month, 60 minutes
WMS	Read to Me Club	All	2		3		4		9	2 x month, 60 minutes
WMS	SIT	All	1	1	1	1	2	2	8	1 x month, 60 minutes
WMS	Student Council	All	5	1	10	2	18	2	38	1 x week, 60 minutes
WMS	Play Scenery	Fall/Winter	10	3	15	8	10	4	50	3 x week, 60 minutes
WMS	Musical	Fall/Winter	24	7	14	7	24	14	90	4 x week, 60 minutes
WMS	Girls Chorus Club	All	4		1		4		9	1 x week, 60 minutes
WMS	Jazz Band	All		1		12	3	4	20	1 x week, 60 minutes
WMS	Peer Mediator	All	2	2	2	2	2	2	12	1 x month, 60 minutes
WMS	Soundwaters	Fall					6	5	11	1 x week, 60 minutes
WMS	Geography Bee	Fall	1	4		2	1	2	10	2 x month, 60 minutes
WMS	Japanese Exchange	Spring			17	14			31	2 x month, 60 minutes
WMS	Peer Mentoring	All	5	16			11	10	42	1 x month, 60 minutes
WMS	Colt Poetry	Winter			4	6	7	2	19	1 x week, 60 minutes
WMS	Laws of Life essay contest	Spring	15	9	9	6	8	4	51	51 semifinalists
WMS	Greenwich Alliance Adventure Racing	Spring	5	5					10	1 x week, 120 minutes
WMS	Law Day Essay Contest	Spring	10	8	11	5	10	6	50	51 semifinalists, 1 winner
WMS	Arts & Crafts	All	2	1			5	8	16	2 x month, 60 minutes
WMS	Dances	All	60	40	30	20	145	130	425	
	Total		178	155	163	114	307	247	1,164	

School	Name of Activity	Season (fall, winter spring, all)	Grade 6 Girls	Grade 6 Boys	Grade 7 Girls	Grade 7 Boys	Grade 8 Girls	Grade 8 Boys	Total	Schedule
CMS	7 th Grade Supershow Dance/Drama	Fall/Winter			75	25	10	4	114	3 x week, 60 minutes
CMS	8th Grade Musical	Fall/Winter					65	22	87	3 x week, 60 minutes
CMS	Babysitting Club	Fall	22		7		5		34	1 x week, 60 minutes
CMS	Chess Club	Winter			1	4	1	4	10	2 x week, 60 minutes
CMS	Debate Club	Fall-Spring	3	7	7	5	5	2	29	2 x week, 60 minutes
CMS	ESL Club	All Year	4	7	4	2	2	4	23	2 x week, 60 minutes
CMS	French Club	Fall/Winter	3	1	6	4	6	3	23	1 x week, 60 minutes
CMS	Golf Club	Spring		1	3	4	2	6	16	2 x week, 60 minutes
CMS	Music Hall	Fall/Winter			3	2			5	1 x week, 60 minutes
CMS	Student Government	All Year	4	6	9	11	5	7	42	1 x week, 60 minutes
CMS	Yearbook Club	Fall/Winter	5	2	3		16	4	30	1-2 x week, 60 minutes
CMS	Homework Clubs									
CMS	8 th Grade – Team 1	Fall/Winter					3	9	12	3-4 x Wk. 60 Minutes
CMS	8 th Grade – Team 2	Fall/Winter					2	8	10	3-4 x Wk. 60 Minutes
CMS	7 th Grade – Team 1	Fall/Winter			12	15			27	3-4 x Wk. 60 Minutes
CMS	7 th Grade – Team 2	Fall/Winter			16	18			34	3-4 x Wk. 60 Minutes
CMS	6 th Grade – Team 1	Fall/Winter	8	12					20	3-4 x Wk. 60 Minutes
CMS	6 th Grade – Team 2	Fall/Winter	6	14					20	3-4 x Wk. 60 Minutes
	Totals		55	50	146	90	122	73	536	

	Boys	Girls	Grade 6	Grade 7	Grade 8	Total
Central	213	323	105	236	195	536
Eastern	256	289	189	175	181	545
Western	516	648	333	277	554	1,164

Secondary Sports Programs

High School Sports

There was a noticeable increase in both total count and total unique count of students participating in sports as measured by the FIAC guidelines. Although there has been an overall increase in the number of both boys and girls involved in interscholastic sports, participation decreases as students move up in grade levels. This is most evident when reviewing the FIAC data on “unique athlete” participation for girls. There is a 52.9% decrease in the number of girls participating in FIAC sports teams from freshman to senior years. However, this is an improvement from last year’s decline of 65% . While there is a 31.8% decrease for boys over the same period (similar to last year’s 32% decline), the decrease continues to be more dramatic for young women.

Total Count of Lists (FIAC)

Grade	2006-2007 Males	2006-2007 Females	2006-2007 Total	2007-2008 Males	2007-2008 Females	2007-2008 Total	Percent Increase from 06-07 to 07-08
9 th Grade	222	218	440	302	257	559	22.5%
10 th Grade	215	176	391	250	228	478	22.3%
11 th Grade	169	114	283	267	148	415	46.6%
12 th Grade	134	77	211	195	108	303	43.6%
Totals	740	585	1,325	1,014	741	1,755	32.5%

Total Unique Athlete Count (FIAC)

Grade	2006-2007 Males	2006-2007 Females	2006-2007 Total	2007-2008 Males	2007-2008 Females	2007-2008 Total	Percent Increase from 06-07 to 07-08
9 th Grade	168	167	335	236	187	423	26.3%
10 th Grade	169	136	305	2040	183	387	26.9%
11 th Grade	135	90	225	200	121	321	42.7%
12 th Grade	115	58	173	161	88	249	43.9%
Totals	587	451	1,038	801	579	1,380	33.0%

Participation for all interscholastic sports teams 2007-2008 (GHS data)

Number of Athletes 07-08 by gender and grade (duplicated number) 1,834

* Reflects the percentage of the students participating for that season and year

<i>Fall 2004-2005</i>			<i>Fall 2005-2006</i>			<i>Fall 2006-2007</i>			<i>Fall 2007-2008</i>		
<i>Total</i>	<i>647</i>	<i>*</i>	<i>Total</i>	<i>700</i>	<i>*</i>	<i>Total</i>	<i>565</i>	<i>*</i>	<i>Total</i>	<i>688</i>	<i>*</i>
Girls	342	53%	Girls	376	54%	Girls	252	45%	Girls	352	51%
Boys	305	47%	Boys	324	46%	Boys	313	55%	Boys	336	49%
Fresh	248	38%	Fresh	238	34%	Fresh	194	34%	Fresh	245	36%
Soph	168	26%	Soph	181	26%	Soph	158	28%	Soph	189	27%
Jr	120	19%	Jr	167	24%	Jr	112	20%	Jr	142	21%
Sr	111	17%	Sr	114	16%	Sr	101	18%	Sr	112	16%

<i>Winter 2005-2006</i>			<i>Winter 2006-2007</i>			<i>Winter 2007-2008</i>		
<i>Total</i>	<i>522</i>	<i>*</i>	<i>Total</i>	<i>548</i>	<i>*</i>	<i>Total</i>	<i>484</i>	<i>*</i>
Girls	220	43%	Girls	214	39%	Girls	213	44%
Boys	302	57%	Boys	334	61%	Boys	271	56%
Fresh	157	30%	Fresh	142	26%	Fresh	142	29%
Soph	145	28%	Soph	145	26%	Soph	128	26%
Jr	122	23%	Jr	165	30%	Jr	123	25%
Sr	98	19%	Sr	96	18%	Sr	91	19%

<i>Spring 2004-2005</i>			<i>Spring 2005-2006</i>			<i>Spring 2006-2007</i>			<i>Spring 2007-2008</i>		
<i>Total</i>	<i>585</i>	<i>*</i>	<i>Total</i>	<i>611</i>	<i>*</i>	<i>Total</i>	<i>605</i>	<i>*</i>	<i>Total</i>	<i>662</i>	<i>*</i>
Girls	254	43%	Girls	220	42%	Girls	264	44%	Girls	246	37%
Boys	331	57%	Boys	522	58%	Boys	341	53%	Boys	416	63%
Fresh	185	32%	Fresh	194	32%	Fresh	185	31%	Fresh	196	30%
Soph	162	26%	Soph	182	30%	Soph	179	30%	Soph	198	30%
Jr	153	26%	Jr	131	21%	Jr	154	25%	Jr	159	24%
Sr	85	15%	Sr	104	17%	Sr	87	14%	Sr	109	16%

GHS Students		2004-2005	2005-2006	2006-2007	2007-2008			
Total Students		2,695	2,777	2,767	2,712			
	# Students	% of Total	# Students	% of Total	# Students	% of Total	# Students	% of Total
Freshman	707	26%	691	25%	687	25%	662	24%
Sophomore	733	27%	721	26%	702	25%	682	25%
Junior	662	25%	712	26%	683	25%	685	25%
Senior	593	22%	653	24%	695	25%	683	25%

Using enrollment from the 2008-2009 Budget Book

Middle School Sports

Sports continue to be a popular extracurricular activity at the secondary level. Although the participation data represents a duplicated count (students are counted each time they participate), the data does suggest that many different students participate in the many interscholastic and intramural opportunities.

Two activities with the highest number of participants are Dance and Karate at Eastern Middle School (the only school reporting these activities). The most popular sports with boys are Fall Flag Football and Winter Dodgeball. While the most popular sports with middle school girls are Fall Tennis and Winter Rollerblading. With the exception of Spring Badminton, all of the most popular activities take place during the Fall and Winter seasons.

• **Dance and Karate are only at EMS with more than three times the participants on the next most popular activity.**

Most popular activities

Winter	Dance	Girls	382	EMS only
Winter	Karate	Girls	382	EMS only
Winter	Dance	Boys	127	EMS only
Winter	Karate	Boys	127	EMS only

• **Only three sports are at all three middle schools:**

Fall	Basketball	Boys and Girls
Fall	Tennis	Boys and Girls
Fall	Volleyball	Boys and Girls

Most popular activities – EMS

Winter	Dance	Girls
Winter	Karate	Girls
Winter	Dance	Boys
Winter	Karate	Boys
Fall	Basketball	Boys

Most popular activities – Grade 6

Winter	Dance	Girls
Winter	Karate	Girls
Winter	Dance	Boys
Winter	Karate	Boys
Fall	Basketball	Boys

Most popular activities – WMS

Fall	Flag Football	Boys
Spring	Badminton	Girls
Winter	Floor Hockey	Boys
Winter	Fitness	Girls
Spring	Badminton	Boys

Most popular activities – Grade 7

Winter	Dance	Girls
Winter	Karate	Girls
Winter	Dance	Boys
Winter	Karate	Boys
Winter	Dodgeball	Boys

Most popular activities – CMS

Winter	Dodgeball	Boys
Winter	Dodgeball	Girls
Fall	Fitness	Boys
Winter	Fitness	Boys
Winter	Games	Girls

Most popular activities – Grade 8

Winter	Dance	Boys
Winter	Karate	Boys
Winter	Dance	Girls
Winter	Karate	Girls
Fall	Basketball	Boys

Participation in Middle School Sports Teams 2007-2008

	EMS Gr 8	CMS Gr 8	WMS Gr 8	EMS Gr 7	CMS Gr 7	WMS Gr 7	EMS Gr 6	CMS Gr 6	WMS Gr 6		EMS	CMS	WMS	Grade 8	Grade 7	Grade 6	Total
Fall Softball (girls)		4			7			3				14		4	7	3	14
Fall Baseball (boys)		8			11			2				21		8	11	2	21
Fall Basketball (boys)	17	10	7	20	14	5	43	16	3		80	40	15	34	39	62	135
Fall Basketball (girls)	5	3	2	7	6	0	8	5	0		20	14	2	10	13	13	36
Fall Volleyball (boys)	5	10	2	4	6	3	6	3	5		15	19	10	17	13	14	44
Fall Volleyball (girls)	8	4	7	6	2	5	6	2	6		20	8	18	19	13	14	46
Fall Tennis (boys)	8	7	4	6	7	5	8	6	4		22	20	13	19	18	18	55
Fall Tennis (girls)	5	6	4	7	8	4	8	8	6		20	22	14	15	19	22	56
Fall Flag Football (boys)	22		16	15		12	28		11		65		39	15	27	39	104
Fall Flag Football (girls)	0		1	0		1	5		0		5		2		1	5	7
Winter Aerobics/Cardio (girls)	5			5			8				18			5	5	8	18
Winter Aerobics/Cardio (boys)	0			0			0				0			0	0	0	0
Winter Misc Games (boys)		8			14			10				32		8	14	10	32
Winter Misc Games (girls)		4			16			6				26		4	16	6	26
Winter Fitness (girls)		2	8		8	7		4	5			14	20	10	15	9	34
Winter Fitness (boys)		8	0		14	2		6	1			28	3	8	16	7	31
Winter Dodgeball (girls)		12			12			16				40		12	12	16	40
Winter Dodgeball (boys)		32			48			24				104		32	48	24	104

Participation in Middle School Sports Teams 2007-2008

	EMS Gr 8	CMS Gr 8	WMS Gr 8	EMS Gr 7	CMS Gr 7	WMS Gr 7	EMS Gr 6	CMS Gr 6	WMS Gr 6		EMS	CMS	WMS	Grade 8	Grade 7	Grade 6	Total
Winter Rollerblading (boys)	18			19			25				62			18	19	25	62
Winter Rollerblading (girls)	15			15			23				53			15	15	23	53
Winter Floor Hockey (boys)	16			20		12	22		9		58		21	16	32	31	79
Winter Floor Hockey (girls)	0		0	9		1	8		1		17		2	0	10	9	19
Winter Karate (boys)	127			124			113				364			127	124	113	364
Winter Karate (girls)	108			130			144				382			108	130	144	382
Winter Dance (girls)	108			130			144				382			108	130	144	382
Winter Dance (boys)	127			124			113				364			127	124	113	364
Spring Indoor Soccer (boys)	25			15			10				50			25	15	10	50
Spring Indoor Soccer (girls)	5			8			10				23			5	8	10	23
Spring Badminton (boys)			13			3			3				19	13	3	3	19
Spring Badminton (girls)			16			3			7				26	16	3	7	26
Spring Tennis (boys)			2			0			1				3	2	0	1	3
Spring Tennis (girls)			3			4			3				10	3	4	3	10

EXCEPTIONS

1. Disciplinary Actions

Since the focus of the Whole Student Development policy is, “*to become creative, capable and responsible members of society,*” reported incidents of students engaging in disruptive and/or dangerous behaviors should be viewed as examples of non-compliance.

The district maintains a database that records student and incident specific data on all behaviors leading to suspension and expulsion. The following information reflects the 2005-2006, 2006-2007 and 2007-2008 discipline referrals for all Greenwich Public Schools. While there has been a significant reduction in the number of days of instruction lost to discipline (-42.2% due to out-of-school suspensions and 23.4% due to in-school suspensions), district students still missed 1,787 days of instruction as a result of suspension and expulsion and this exclusion continues to disproportionately impact the underperforming subgroups of students who are African-American, Hispanic and disabled. Although any number of instructional days lost to suspension/expulsion is troubling, it is important to note that this number is almost half the number of days lost in the 2006-2007 school year (3,345 days in 2006-2007 compared to 1,787 days in 2007-2008). This reduction is due to the targeted, school-wide and individual strategies implemented in each of the middle schools and at Greenwich High School. Activities are both proactive (designed to prevent the incidents) and reactive (designed to prevent the reoccurrence or decrease the rate).

The implementation date for the change in the statute requiring the use of in-school suspension (moved to July 1, 2009) will require a change in the way schools in Connecticut respond to students who discipline referrals do not pose a significant threat to the school community. Staff at the four secondary schools have begun to identify and implement alternatives as well as proactive strategies to prevent discipline referrals. These efforts have resulted in the reductions to two secondary schools with the historic high levels of suspensions, Western Middle School (107 in 2006-2007 to 65 in 2007-2008 and Greenwich High School (497 in 2006-2007 to 337 in 2007-2008).

Secondary schools continue their efforts to identify at-risk students and provide supports prior to those students engaging in behaviors that lead to discipline referrals. These efforts have resulted in reductions in the number of students referred for suspension and expulsion as well as reductions in the amount of days lost to instruction.

Secondary Schools

Greenwich High School believes that student attendance is an essential and integral component for academic and social success both while in high school and later in life. To emphasize and support this philosophy the high school seeks to improve student *connectedness* to the school and to the staff as its Social and Emotional (SEL) goal.

Greenwich High School’s success in better connecting all students to the high school and to the staff was implemented through the following strategies:

- Identifying students with chronic attendance problems and designing interventions to address them. Housemasters reviewed the academic and discipline records of their students during the summer and chronic cutters were identified and provided with consequences such as eliminating opens, losing parking privileges, and assigning learning centers for additional academic support. During the school year Housemasters conducted Student Center “sweeps” to make sure students present actually had “opens.”

- Re-thinking when students should be suspended out-of-school and substituting Saturday detention, increased counseling, behavior contracts, and in-school suspension whenever possible.
- The STARS program is a general education support program for students at risk for academic and behavioral difficulties. A certified guidance counselor coordinates the program which utilizes general education teachers to mentor students in a supportive learning center. Supportive counseling is provided by school psychologists and social workers who function as case managers. A unique positive incentives system rewards student progress on a regular basis based on biweekly progress reports from each student's academic teachers.
- A computer data-base of all discipline records was created in order to establish baseline information and to aid decision-making in the future.
- The Headmaster highlighted the twenty-first century skills that college and employers are looking for to all students at opening week grade-level assemblies as well as to parents at a special PTA meeting. Particular emphasis was placed on the importance of a strong work ethic.
- Special homeroom meetings for students were held, where the high school's *Freedom with Responsibility* philosophy was discussed and the expectations for student behavior were made clear.
- Professional learning activities on differentiated instruction were designed and delivered to staff to help teachers address students' varied learning styles.
- The very successful *Names Day* program was expanded.
- An advisory program for students was, and continues to be, investigated.
- Data on existing support and mentoring programs was collected and reviewed.

Student-Mentor relationships 2007-2008

	Students	Mentors
Peer mentors for new students	220	170
Skills for Success	24	12
Stand by Me (5 houses)	87	87
Student Assistance Teams (5 Houses)	76	27
CAPT Portfolio	81	54
Senior Internship	499	206
Senior Project	30	30
National Honor Society tutors/not Stand By Me	35	35
STARS	56	39
Total	1,108	660

Number of students discussed in Pupil Review Teams: 542

Number of PRT discussions of students: 1,597

Eastern Middle School uses a variety of strategies to increase student attendance and decrease the number of students who need to be suspended for violating school rules. The administrators, guidance counselors, school psychologist, school social worker and teaching staff: hold individual meetings with at-risk students; hold parent meetings that may include the student; send letters home to communicate concerns or to provide information; make home visits; contact DCF, probation offices and other community agencies to enlist their support; conduct conflict mediation meetings with pairs or small groups of students; offer individual and group counseling to develop social skills or communication skills when that is the source of conflict; provide teacher and administrator presence in the halls; assign teachers to the cafeterias during lunchtime; respond to smaller inappropriate words or actions so they don't become

bigger problems; provide quarterly grade level assemblies where students are recognized for positive behavior, school-wide concerns are addressed, and all students are reminded of expected behavior; provide speakers on positive behaviors; program SEL activities for an entire grade level; sponsor Gator Olympics once every three years; added clubs and intramurals in 2007-2008 in response to student and parent request for increased opportunities after school; implement a pilot homework club three afternoons a week; enlist the entire staff and student body to create a document "We RESPECT EMS"; schedule an Extended Advisor Base program with activities that promote social-emotional learning with all students; and implement the Adventure Racing program with Western Middle School.

At Western Middle School, the administrators continue their efforts to use common and consistent criteria in making discipline referrals and assigning consequences. Through a focused approach, as highlighted in the school's SEL SIT goal, the objective was to create an overall reduction in suspension rates for the 07-08 school year. Activities included to address the discipline concern include: establishment of a peer mentor program; Diversity Awareness and Bullying assemblies; Hispanic Heritage Month activities; ParentLink home/school communication system; expanded Advisor Base activities; and grade level awards nights. The staff at WMS participated in professional development with focus on instructional best practices, classroom management and differentiation. They also read "Whatever it Takes" and engaged in group discussions about implementation strategies. For students with attendance problems, the consequence now includes a follow-up conference with each student's guidance counselor after a detention was assigned. The administration also added Saturday detention twice monthly that is supervised by the social worker and requires parent drop off and personal contact with the social worker. WMS created its own SEL rubric, which is currently being implemented. The mental health staff, under the direction of the administration instituted peer mediation training which has led to the current peer mediation program. Staff members are scheduled to be in the hallways between classes and outside during dismissal. Through targeted efforts to recruit students, there was an increase in the number of students participating in extracurricular activities from the 2006 - 2007 to the 2007 - 2008 school year; 30% of club participants were Hispanic, and many students participated in several activities/clubs. The number of Hispanic students receiving suspensions decreased from 31 to 14, and the number of students receiving special education who were suspended decreased from 37 to 19. While there was slight improvement in student tardiness to school, and the WMS staff will continue to focus on this objective.

At Central Middle School students make positive choices and provide examples of improved decision-making that will be assessed by a self-evaluative student survey completed in April 2009. Outside resources, such as speakers and activities, help students and teachers engage in conversations focused on skills that impact social responsibility, respect and academic success. The staff will continue to develop and implement school-wide standards and behaviors: i.e.: "Cougar Rules"/Central Pride- and develop incentives and intervention programs that reinforce pro-social behaviors

Elementary Schools

A number of Greenwich elementary schools are using the *Responsive Classroom* approach to developing the skills associated with positive social-emotional behaviors (Hamilton Avenue, Parkway). The *Responsive Classroom* is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. Created by classroom teachers and backed by evidence from independent research, the *Responsive Classroom* approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach therefore consists of classroom and schoolwide practices for deliberately helping children build academic and social-emotional competencies. Seven principles, informed by the work of educational theorists and the experiences of exemplary classroom teachers, guide the *Responsive Classroom* approach:

- * The social curriculum is as important as the academic curriculum.
- * How children learn is as important as what they learn: Process and content go hand in hand.
- * The greatest cognitive growth occurs through social interaction.
- * To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- * Knowing the children we teach-individually, culturally, and developmentally-is as important as knowing the content we teach.
- * Knowing the families of the children we teach and working with them as partners is essential to children's education.
- * How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

Other elementary schools have developed unique programs that incorporate the strategies from a number of different approaches to teaching and reinforcing positive behaviors in students in grades Kindergarten through 5th. Two examples of these programs are described by Old Greenwich and Riverside Schools:

Old Greenwich School believes that students should be positively contributing members of the school community. OGS uses a number social emotion learning philosophies from various organizations and authors; including but not limited to CASEL, *Responsive Classroom*, *Positive Classroom*, and Alfie Kohn's *From Compliance To Community*, to support our core values of Be Kind, Be Safe, Be Fair and Be Gentle. In this proactive model all staff are involved in teaching the social emotional skills necessary for students to be successful. Staff provide opportunities either by class, grade level or whole school where students are recognized for positive behavior, school-wide expectations are taught and modeled. The strategies emphasized in these approaches focus on increasing and validating student contributions and participation in school, thus increasing attendance and reducing the number of students who need to be suspended for infractions of the rules.

Riverside ROPES (Respect for Oneself, Property, Each other and School) provides the school community with guidelines for living a respectful life. Our Wall of Respect celebrates students caught doing the right thing. Our Social Emotional Learning SIT goal for this year resulted in the publication of a Parent Booklet. Parents have been asked to encourage ROPES behavior at home. Throughout the building and classrooms posters remind all to learn and follow the ROPES! As part of our 75th Anniversary students have taken up the challenge to perform 75 Acts of Kindness. Our goal is to have all 525 students involved creating over 39,000 good deeds!

Incidents Leading to Suspension/Expulsion

	2005-2006	2006-2007	2007-2008	% Change from Prior Year
Total Number of Incidents	838	650	430	-33.8%
Total Number Students	427	359	272	-24.2%
Number of Students with multiple incidents	202	139	87	-37.4%
Two incidents	96	76	50	-34.2%
Three incidents	48	25	21	-16.0%
Four incidents	26	18	7	-61.1%
Five incidents	19	8	5	-37.5%
Six incidents	7	4	2	-50.0%
Seven incidents	3	2	0	-100.0%
Eight incidents	1	3	1	-66.7%
Nine incidents	1	1	1	0
Ten incidents	1	2	0	-100%
In School Suspensions - Students	263	261	200	-23.4%
Average number of days	1.06	1.1	1.3	18.2%
Total number of days	429	291	262	-9.8%
Out of School Suspensions - Students	256	377	218	-42.23%
Average number of days	2.8	2.7	2.9	7.4%
Total Number of days	1,090	1,033	635	-38.5%
Expulsions – Students *	14	12	10	-15.7%
Average number of days	140	168.4	89.0	-47.1%
Total number of days	1,956	2,021	890	-56.0%

* 2006-2007 17 hearings resulted in 12 expulsions

* 2007-2008 12 hearings resulted in 10 expulsions

Note: Some of the totals for the 2006-2007 school year were updated to reflect clarifications in definitions and more precise reporting.

	2005-2006		2006-2007		2007-2008	
	Number	% of Total	Number	% of Total	Number	% of Total
<u>Incidents involving property</u>		5.3%		3.0%		5.4%
Arson	1	0.12%			1	0.23%
Burglary					4	0.93%
Theft/Suspicion of Stealing	5	0.60%	12	1.85%	11	2.56%
Vandalism	4	2.98%	8	1.23%	7	1.63%

Note: There was a slight increase in the number of incidents, types of incidents and percent of the total number of incidents that involved property. This number does not reflect the number of items that are reported as “missing” during the school year. The majority of those items are generally considered “lost” rather than stolen even though many of the items are never located.

	2005-2006		2006-2007		2007-2008	
	Number	% of Total	Number	% of Total	Number	% of Total
<u>Incidents involving disruption to learning</u>		13.0%		19.0%		17.9%
Insubordination	98	11.69%	104	16.02%	61	14.19%
Disorderly Conduct/Behavior Referral	10	1.19%	18	2.78%	11	2.56%
Cheating	2	0.24%	2	.31%	1	.23%
False Fire Alarm					2	.47%
Public Urination					2	.47%

Note: There was a significant decrease in the number of incidents described as insubordination.

	2005-2006		2006-2007		2007-2008	
	Number	% of Total	Number	% of Total	Number	% of Total
<u>Incidents involving physical interactions</u>		8.0%		14.3%		20.45%
Battery	7	0.84%	10	1.54%	1	.23%
Fighting	25	2.98%	34	5.24%	41	9.53%
Physical Altercation	27	3.22%	35	5.39%	29	6.74%
Weapon	11	1.31%	6	.92%	7	1.63%
Stabbing	1	0.12%				
Sexual Offense			2	.31%	1	.23%
Throwing object			5	.77%	8	1.86%
Self Injurious Behavior			1	.15%		
Inappropriate Display of Affection					1	.23%

Note: While the total number of incidents in this category showed a slight decrease (93 in 2006-2007 to 88 in 2007-2008) there was a more than 6% increase in the percentage of incidents involving physical interactions.

	2005-2006		2006-2007		2007-2008	
	Number	% of Total	Number	% of Total	Number	% of Total
<u>Incidents involving verbal interactions</u>		8.0%		6.2%		9.54%
Threat	15	1.79%	14	2.15%	11	2.56%
Racial Slur	5	0.60%	2	.31%	4	.93%
Harassment - Not Sexual	14	1.67%	8	1.23%	3	.70%
Harassment - Sexual	3	0.36%	3	.46%	11	2.56%
Bullying	2	0.24%				
Obscenity	24	2.87%	2	.31%	4	.93%
Verbal Altercation			3	.46%	3	.70%
Profanity			8	1.23%	5	1.16%

Note: There was a noticeable increase in harassment incidents of a sexual nature.

	2005-2006		2006-2007		2007-2008	
	Number	% of Total	Number	% of Total	Number	% of Total
<u>Incidents involving attendance</u>				45.5%		36.3%
Attendance Failure (detention)	54	6.44%	35	5.4%	57	13.26%
Attendance Policy*	80	9.55%	21	3.3	11	2.56%%
Skip Classes	297	35.44%	218	33.6%	86	19.30%
Tardiness	2	0.24%	1	.15%		
Truancy	10	1.19%	1	.15%	5	1.16%

*leaving school grounds, accumulation of detentions, leaving class without permission

Note: There was a dramatic decrease in the number of incidents related to skipping classes.

	2005-2006		2006-2007		2007-2008	
	Number	% of Total	Number	% of Total	Number	% of Total
<u>Incidents involving substance abuse</u>		11.0%		12.0%		8.14%
Drugs/Alcohol/Tobacco	89	10.62%	77	11.86%	35	8.14%

There was a dramatic decrease in the number of incidents related to substance abuse.

	2005-2006		2006-2007		2007-2008	
	Number	% of Total	Number	% of Total	Number	% of Total
<i>Incidents involving substance abuse</i>		2.0%		3.69%		2.33%
Other school policy violation	15	1.79%	17	3.38%	7	1.63%
Forgery**	3	0.36%	2	.31%	3	.70%

**lying, safety code violation, plagiarism, tampering with materials, spitting

Incident Demographics

Grade Level of Student	2005-2006		2006-2007		2007-2008	
	Number	% of Total	Number	% of Total	Number	% of Total
Grade 1			2	.31%		
Grade 2	1	0.12%	2	.31%		
Grade 3	2	0.24%	3	.46%	1	.23%
Grade 4	4	0.48%	7	1.08%	2	.47%
Grade 5	5	0.36%	7	1.08%		
Grade 6	7	0.84%	22	3.39%	8	1.86%
Grade 7	22	2.63%	48	7.40%	57	13.26%
Grade 8	46	5.49%	61	9.40%	25	5.81%
Grade 9	136	16.23%	98	15.01%	80	18.60%
Grade 10	250	29.83%	109	16.80%	103	23.95%
Grade 11	228	27.21%	159	24.50%	82	19.07%
Grade 12	139	16.59%	131	20.18%	72	16.74%
<i>Elementary</i>	12	1.20%	21	3.2%	3	.70%
<i>Middle</i>	75	9.01%	131	20.2%	90	20.93%
<i>High School</i>	740	88.3%	497	76.6%	337	78.37%

Note: There was a significant decrease in the number of reported incidents across all three levels, while the percentage attributed to each of the three levels remained consistent.

School	2005-2006		2006-2007		2007-2008	
	Number	% of Total	Number	% of Total	Number	% of Total
Cos Cob	1	0.1%	3	.46%	1	.23%
Glenville	1	0.1%	1	.15%		
Hamilton Avenue	1	0.1%			1	.23%
Julian Curtiss	6	0.7%	5	.77%	1	.23%
New Lebanon			5	.77%		
North Mianus			2	.31%		
Old Greenwich	1	0.1%	4	.62%		
Riverside			1	.15%		
Central Middle School	12	1.4%	15	2.31%	21	4.88%
Eastern Middle School	8	0.9%	9	1.39%	4	.93%
Western Middle School	55	6.7%	107	16.49%	65	15.12%
Greenwich High School	740	88.3%	497	76.58%	337	78.37%
Out Placed	15	1.8%				

Note: There was a significant decrease in the number of reported incidents at Western Middle School and Greenwich High School, while the percentage attributed to each of the individual schools remained relatively consistent.

Student Demographics

Gender	2005-2006		2006-2007		2007-2008	
	Number	% of Total	Number	% of Total	Number	% of Total
Male	590	70.41%	473	72.88%	333	77.44%
Female	248	29.59%	176	27.12%	97	22.56%

Note: There was a slight shift in the number of males versus females.

Special Education Eligible	2005-2006		2006-2007		2007-2008	
	Number	% of Total	Number	% of Total	Number	% of Total
Yes	238	28.4%	176	27.12%	131	30.47%
No	600	71.6%	473	72.88%	299	69.53%

Percent of district students receiving special education services 2006-2006 11.7%
Percent of district students receiving special education services 2006-2007 11.6%
Percent of district students receiving special education services 2007-2008 11.3%

Limited English Proficient	2005-2006		2006-2007		2007-2008	
	Number	% of Total	Number	% of Total	Number	% of Total
Yes	66	7.9%	52	8.01%	23	5.35%
No	772	92.1%	597	91.99%	407	94.65%

Percent of district students who are limited English proficient 2005-2006 17.4%
Percent of district students who are limited English proficient 2006-2007 17.2%
Percent of district students who are limited English proficient 2007-2008 %

Race/Ethnicity	2005-2006		2006-2007		2007-2008	
	Number	% of Total	Number	% of Total	Number	% of Total
Asian	26	3.10%	13	2.00%	6	1.40%

Percent of district students who are Asian 2005-2006 8.2%
Percent of district students who are Asian 2006-2007 8.1%
Percent of district students who are Asian 2007-2008 8.4%

Black 109 13.01% 82 12.63% 65 15.12%

Percent of district students who are Black 2005-2006 2.8%
Percent of district students who are Black 2006-2007 2.7%
Percent of district students who are Black 2007-2008 2.6%

Hispanic 291 49.16% 195 30.05% 130 30.23%

Percent of district students who are Hispanic 2005-2006 12.5%
Percent of district students who are Hispanic 2006-2007 13.0%
Percent of district students who are Hispanic 2007-2008 13.8%

White 412 34.73% 359 55.32% 229 53.26%

Percent of district students who are White 2005-2006 76.5%

Percent of district students who are White 2006-2007 76.1%

Percent of district students who are White 2007-2008 75.1%

<i>Month</i>	<i>2005-2006</i>			<i>2006-2007</i>			<i>2007-2008</i>		
	<i>Days</i>	<i>Incidents</i>	<i>% of Total</i>	<i>Days</i>	<i>Incidents</i>	<i>% of Total</i>	<i>Days</i>	<i>Incidents</i>	<i>% of Total</i>
July (summer school)							21	1	.23%
August	2	2	0.2%	2	2	.31%	3	4	.93%
September	21	25	3.0%	20	22	3.4	18	20	4.56%
October	18	58	6.9%	20	98	15.1%	22	49	11.40%
November	18	109	13.0%	18	89	13.7%	18	45	10.47%
December	17	73	8.7%	16	76	11.7%	14	29	6.74%
January	20	93	11.1%	21	49	7.6%	21	43	10.00%
February	15	84	10.0%	14	44	6.8%	15	32	7.44%
March	22	129	15.4%	22	99	15.3%	19	56	13.02%
April	14	75	8.9%	15	62	9.6%	17	62	14.42%
May	22	153	18.3%	22	92	14.2%	21	64	14.88%
June	14	37	4.4%	13	16	2.5%	13	25	5.81%