

**GREENWICH PUBLIC SCHOOLS
MONITORING REPORT
GRADUATION REQUIREMENTS (E-004)
April 2009**

I hereby present my monitoring report on the District Ends Policy “Graduation Requirements.” 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 that requirements are met to qualify for graduation from the District.

EXECUTIVE SUMMARY

In order to receive a Greenwich High School diploma, students must earn a minimum number of credits distributed across the academic disciplines and demonstrate competency in reading, writing and quantitative problem-solving. This policy requires the Superintendent to certify that requirements to graduate from high school are rigorous, aligned with State statute, and met by all graduates.

Accomplishments include full compliance with the policy, the increasing rigor of the academic program completed by students at Greenwich High School, and some evidence that gaps in achievement among student subgroups are closing. While there were no major exceptions to any policy provision, there are a number of governance and management issues which require further attention. Governance issues include increasing the rigor of the academic program completed by Greenwich High School students past the minimum credit requirements set by the State of Connecticut. Management issues focus on the administration’s short and long term priorities including closing gaps in achievement among student subgroups and reducing the number of students who are demonstrating competency in reading, writing and quantitative problem solving through a performance portfolio rather than the Connecticut Academic Performance Test.

ACCOMPLISHMENTS

1. **Credit Requirements.** Over the last nine years, every Greenwich High School graduate met the minimum credit requirements set forth in Board of Education policy.
2. **Academic Rigor.** As part of the Graduating Class Report (ED540), the State Department of Education requires all high schools in Connecticut to report the percentage of seniors who exceed the minimum graduation requirements set forth in state statute. While this data goes beyond the provisions of the graduation requirement policy, it is important to consider given the district strategic direction to maximize achievement for all students and close gaps in

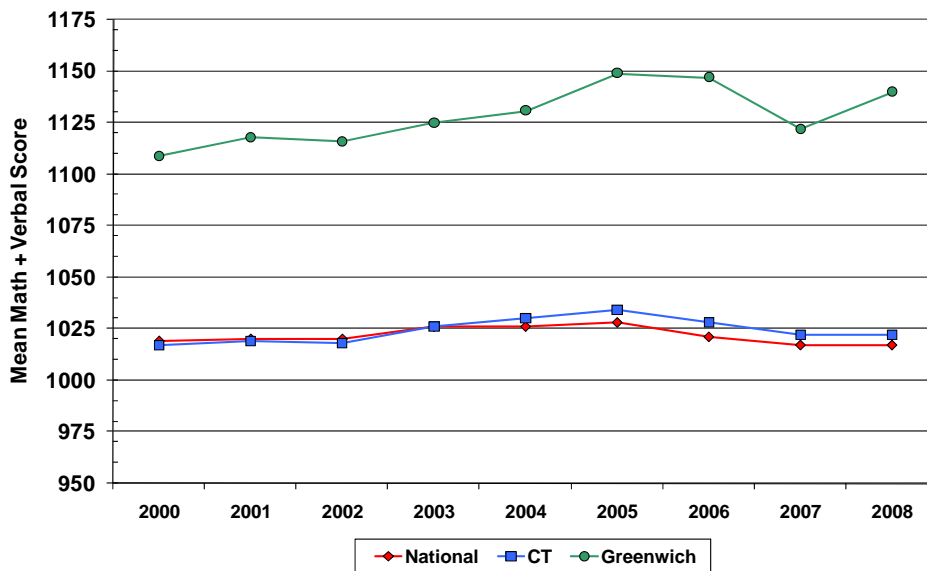
achievement among subgroups of students. The table below summarizes this data for the last nine years (data disaggregated by race and gender is attached):

**Greenwich High School
Graduating Class Report (ED540)**

Graduates Receiving Credit	2000	2001	2002	2003	2004	2005	2006	2007	2008
Seniors Meeting Credit Requirement	471	469	472	533	565	555	625	673	669
Algebra I or Equivalent	86%	83%	91%	95%	86%	91%	88%	97%	98%
Mathematics (4 or more credits)	54%	48%	58%	63%	61%	56%	63%	65%	77%
Science (3 or more credits)	79%	76%	80%	83%	81%	80%	84%	97%	100%
Chemistry	97%	87%	85%	87%	89%	88%	93%	91%	93%
World Language (3 or more credits)	65%	68%	74%	77%	76%	75%	78%	75%	79%
Social Studies (4 or more credits)	34%	35%	47%	44%	54%	51%	47%	66%	67%
Vocational Education (2 credits)	18%	22%	25%	14%	25%	21%	24%	27%	28%
The Arts (2 or more credits)	45%	45%	42%	51%	49%	50%	45%	54%	49%
College Courses (1 or more AP)	27%	37%	39%	44%	44%	48%	50%	49%	52%

The percentage of students earning credit for Algebra I, four or more credits in mathematics, three or more credits in science, one credit in chemistry, three or more credits in world language, four or more credits in social studies, two or more credits in vocational education, and one or more advanced placement credit reached nine year highs in 2008. The increasing rigor of the graduates' academic program is reflected by SAT scores:

**Scholastic Assessment Test 1
Combined Math and Verbal Score 2000-2008**



3. **Closing Gaps in Achievement.** The percentage students earning credit in Algebra I increased to 98% or higher across all subgroups in 2008. Due to the new graduation requirement in science, the percentage of students earning three or more credits in science increased to 100% or higher across all subgroups in 2008. The percentage of Black and Hispanic students earning four or more credits in math, three or more credits in world language, and four or more credits in social studies in 2008 narrowing the gap with their Asian and White peers.
4. **Demonstrating Academic Competency.** All students who earned sufficient credits to graduate demonstrated competency in reading, writing and quantitative problem solving by scoring at the proficient level or higher on the Connecticut Academic Performance Test or successfully completing the portfolio process.

GOVERNANCE ISSUES

1. Data on students who exceed the minimum credit requirements for graduation reveal gaps among student subgroups. Are the graduation requirements as stated in the policy sufficiently rigorous to ensure a high quality education for all students? Are these requirements flexible enough to address the needs of all students?
2. Many Greenwich students come to the high school with a high degree of knowledge and skills. Should we consider ways to “credit” students who demonstrate knowledge and skills that are part of the graduation requirements?

Addressing these questions would require a revision of the Board of Education policy on graduation requirements. Recommendations will be developed by the secondary review committee and submitted to the Board for consideration in the spring of 2009.

MANAGEMENT ISSUES

1. Dropout rates are calculated by the State Department of Education using two methods, cumulative and annual. The cumulative dropout rate tracks a cohort of students from the time they enter high school in ninth grade through graduation. Any student in the cohort who leaves school during this period of time is counted as a drop out. The annual dropout rate is a calculation of the percentage of students who left school during one calendar year across all four grades. The table below details the dropout rates for the last five graduating classes (data on the graduating class of 2008 will be available in the fall of 2009):

	2002	2003	2004	2005	2006	2007
Cumulative Graduation Rate	92.8%	96.9%	96.3%	96.5%	97.2%	97.1%
Cumulative Dropout Rate	7.2%	3.1%	3.7%	3.5%	2.8%	2.9%
Annual Dropout Rate	1.7%	.8%	.8%	.7%	.8%	.9%

The decrease in dropout rates from 2002 to 2003 was due primarily to improved record keeping at the high school. Over the last four years, the cumulative and annual dropout rates

have been relatively stable with the cumulative dropout rate decreasing to a four year low of 2.8% with the graduating class of 2006. The dropout rate at Greenwich High School compares favorably to other DRG B districts and is slightly higher than DRG A districts. 50% of the seniors who dropped out in the graduating class of 2005 and 71% of the seniors who dropped out in the graduating class of 2006 left school to enroll in a Graduate Equivalency Diploma (GED) program. In addition to mentoring and academic support programs at Greenwich High School, dropout prevention programs include the offsite ARCH and Community Learning Program (CLP). The efficacy of dropout prevention programs is under consideration as part of the district secondary school review.

2. The percentage of students completing a mathematics course at the level of Algebra I or higher increased to 98% in 2008. However, students who do not complete Geometry may meet the minimum credit requirements to graduate but will not be prepared to achieve proficiency in mathematics on the Connecticut Academic Performance Test. In the short term, the high school is addressing this concern by re-vamping the remedial level sequence. All Math Applications courses have been eliminated and replaced with two courses, Bridge to Algebra and Extended Algebra. Eventually, the change in the middle school math sequence which makes Algebra 1 the standard eighth grade math course will better prepare students to access a rigorous mathematics program on the high school level.
3. Despite some improvement over the last three years, there are continuing disparities by race in the percentage of students enrolled in a rigorous academic program (see attached). Black and Hispanic students are less likely than their Asian or White peers to take four years of math, three or more years of science, three years of the same foreign language, four years of social studies or college level courses. However, the high school continues to expand interventions to address this need. The school-wide *Stand by Me* program is providing peer and adult support to 88 at-risk ninth and tenth graders. Last year, through a grant from the Greenwich Alliance for Education, a summer component called *Skills for Success* was added. This program provides supports to incoming 9th graders who are identified by their middle school counselor as potentially having difficulty in high school. Students receive instruction designed to strengthen their academic foundations and each student is assigned an adult mentor who continues to follow and meet with the student throughout the school year. This past summer twenty-nine students participated in the program. The high school is seeking to supplement school funding for this initiative through the submission of a grant application to the Alliance. Two more initiatives will be implemented in the 2009 – 10 school year. The first is AVID (Advancement Via Individual Determination.) AVID is a research supported Framework and curriculum used for supporting and mentoring students. The program emphasizes writing, inquiry, research and collaboration. The target population for this program is incoming freshmen who would be the first person in their family to attend college. The second new initiative beginning next year is the purposeful grouping and scheduling of approximately 30 incoming ninth graders who have been identified as at-risk in the area of reading. Working in conjunction with the Coordinator for Language Arts and Reading, extra support will be provided to these students as part of their English and social studies classes. Additionally, a single guidance counselor will be assigned to follow these students, track progress and as serve as an adult advisor.

4. Sixty-six students (10% of the graduating class of 2008) demonstrated academic proficiency in one or more areas through the portfolio process as compared to 9% in the graduating class of 2007. Each student who did not demonstrate the required academic proficiencies was assigned a faculty mentor who assisted the student in the development of a portfolio that evidenced proficiency. To support these students, remedial materials were developed by the English, Social Studies and Mathematics departments. A committee of faculty members reviewed each completed portfolio using the appropriate school-wide rubric(s) to ensure that all graduation proficiency requirements were met.

EXCEPTIONS

1. None.

Greenwich High School
ED540 Graduating Class Report

2000	Total	Male	Female	Asian	Black	White	Hispanic
Total	471	250	221	38	17	377	39
Algebra I	86%	85%	88%	58%	71%	90%	90%
Math (4+)	54%	54%	52%	53%	29%	56%	41%
Sci (3+)	79%	78%	80%	71%	47%	84%	56%
Chem	97%	96%	98%	95%	71%	99%	92%
FL (3+)	65%	61%	70%	50%	12%	72%	38%
Soc Stud (4+)	34%	34%	34%	29%	18%	37%	21%
Voc Ed (2+)	18%	23%	12%	11%	24%	18%	21%
Arts (2+)	45%	40%	52%	55%	53%	44%	51%
College	27%	30%	24%	34%	0%	29%	13%

2001	Total	Male	Female	Asian	Black	White	Hispanic
Total	469	238	231	38	13	368	50
Algebra I	83%	85%	82%	74%	62%	88%	66%
Math (4+)	48%	54%	42%	53%	23%	51%	26%
Sci (3+)	76%	76%	76%	74%	38%	82%	44%
Chem	87%	89%	86%	89%	69%	89%	78%
FL (3+)	68%	64%	71%	50%	31%	73%	50%
Soc Stud (4+)	35%	36%	33%	32%	23%	38%	16%
Voc Ed (2+)	22%	30%	13%	5%	31%	22%	28%
Arts (2+)	45%	39%	52%	50%	31%	47%	34%
College	37%	38%	35%	53%	8%	38%	20%

2002	Total	Male	Female	Asian	Black	White	Hispanic
Total	472	252	222	28	7	390	49
Algebra I	91%	90%	91%	86%	71%	92%	86%
Math (4+)	58%	58%	58%	61%	43%	58%	55%
Sci (3+)	80%	75%	85%	89%	57%	82%	61%
Chem	85%	82%	88%	93%	86%	86%	71%
FL (3+)	74%	66%	83%	68%	57%	74%	82%
Soc Stud (4+)	47%	43%	52%	36%	71%	49%	49%
Voc Ed (2+)	25%	31%	19%	21%	57%	25%	27%
Arts (2+)	42%	39%	45%	50%	29%	43%	33%
College	39%	37%	41%	46%	14%	42%	14%

2003	Total	Male	Female	Asian	Black	White	Hispanic
Total	533	257	276	34	8	433	58
Algebra I	95%	93%	97%	97%	88%	95%	97%
Math (4+)	63%	64%	62%	85%	63%	63%	50%
Sci (3+)	83%	81%	84%	94%	75%	83%	71%
Chem	87%	86%	89%	97%	75%	87%	88%
FL (3+)	77%	71%	83%	68%	75%	80%	60%
Soc Stud (4+)	44%	45%	44%	41%	50%	48%	21%
Voc Ed (2+)	14%	20%	9%	6%	13%	15%	10%
Arts (2+)	51%	44%	57%	71%	38%	51%	43%
College	44%	43%	45%	62%	38%	46%	21%

Greenwich High School
ED540 Graduating Class Report

2004	Total	Male	Female	Asian	Black	White	Hispanic
Total	565	262	303	38	14	432	81
Algebra I	86%	87%	85%	84%	79%	88%	75%
Math (4+)	61%	63%	59%	79%	14%	64%	43%
Sci (3+)	81%	81%	82%	97%	50%	85%	60%
Chem	89%	88%	90%	97%	71%	90%	81%
FL (3+)	76%	69%	82%	63%	50%	79%	72%
Soc Stud (4+)	54%	50%	58%	47%	0%	61%	28%
Voc Ed (2+)	25%	31%	19%	16%	29%	25%	23%
Arts (2+)	49%	45%	53%	76%	36%	48%	44%
College	44%	40%	47%	66%	0%	47%	23%

2005	Total	Male	Female	Asian	Black	White	Hispanic
Total	555	289	266	32	14	454	55
Algebra I	91%	89%	92%	91%	93%	90%	93%
Math (4+)	56%	56%	56%	50%	79%	56%	53%
Sci (3+)	80%	80%	79%	81%	93%	80%	76%
Chem	88%	86%	91%	88%	93%	88%	91%
FL (3+)	75%	76%	73%	78%	57%	76%	69%
Soc Stud (4+)	51%	48%	54%	53%	64%	51%	47%
Voc Ed (2+)	21%	22%	20%	28%	29%	20%	22%
Arts (2+)	50%	48%	53%	34%	57%	52%	47%
College	48%	48%	47%	47%	36%	50%	35%

2006	Total	Male	Female	Asian	Black	White	Hispanic
Total	625	324	301	44	20	500	61
Algebra I	88%	88%	89%	89%	55%	90%	84%
Math (4+)	63%	58%	69%	66%	20%	67%	41%
Sci (3+)	84%	80%	89%	77%	45%	89%	62%
Chem	93%	91%	95%	84%	80%	95%	87%
FL (3+)	78%	69%	88%	64%	40%	81%	77%
Soc Stud (4+)	47%	44%	50%	36%	25%	51%	28%
Voc Ed (2+)	24%	31%	17%	16%	35%	22%	39%
Arts (2+)	45%	41%	50%	36%	25%	49%	25%
College	50%	44%	55%	64%	15%	51%	43%

2007	Total	Male	Female	Asian	Black	White	Hispanic
Total	673	348	325	39	23	543	68
Algebra I	97%	96%	98%	100%	96%	98%	91%
Math (4+)	65%	63%	67%	77%	26%	67%	50%
Sci (3+)	97%	97%	97%	97%	96%	97%	96%
Chem	91%	89%	94%	100%	74%	92%	90%
FL (3+)	75%	68%	82%	82%	65%	76%	65%
Soc Stud (4+)	66%	62%	70%	67%	57%	69%	43%
Voc Ed (2+)	27%	36%	18%	15%	39%	28%	24%
Arts (2+)	54%	42%	66%	77%	35%	54%	46%
College	49%	44%	55%	72%	22%	51%	32%

Greenwich High School
ED540 Graduating Class Report

2008	Total	Male	Female	Asian	Black	White	Hispanic
Total	669	335	334	46	19	512	92
Algebra I	98%	98%	99%	100%	100%	98%	98%
Math (4+)	77%	79%	75%	83%	74%	79%	65%
Sci (3+)	100%	100%	100%	100%	100%	100%	100%
Chem	93%	92%	93%	98%	95%	93%	88%
FL (3+)	79%	76%	82%	78%	63%	81%	73%
Soc Stud (4+)	67%	61%	72%	63%	74%	70%	49%
Voc Ed (2+)	28%	36%	20%	24%	42%	25%	42%
Arts (2+)	49%	36%	61%	67%	47%	49%	36%
College	52%	48%	55%	61%	5%	57%	28%