

**GREENWICH PUBLIC SCHOOLS  
MONITORING REPORT  
GRADUATION REQUIREMENTS (E-004)  
NOVEMBER 2005**

I hereby present my monitoring report on the District Ends Policy "Graduation Requirements." I certify that the information contained in this report is accurate.

Signed: \_\_\_\_\_  
(Larry Leverett, Superintendent of Schools)

Date: \_\_\_\_\_

**BROADEST POLICY PROVISION:**

*The District shall provide that requirements are met to qualify for graduation from the District.*

**SUPERINTENDENT'S INTERPRETATION:**

A critical dimension of a quality educational program is the extent to which it offers courses, activities, experiences and instruction tailored to the particular needs of each student. 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 the requirements to graduate from high school are rigorous, aligned with State statute, and met by all graduates.

**POLICY PROVISIONS:**

1. *To graduate from the Greenwich Public Schools a student must earn a minimum number of credits and fulfill credit distribution requirements.*

**Superintendent's Interpretation:**

Course credit is the most basic requirement for high school graduation. Credit certifies that a student has spent the requisite amount of time in a class and earned a passing grade for required class work. The credit distribution requirement is clearly outlined in the policy and includes phased in revisions resulting from a change in statutory requirements. Tracking credit distribution beyond the minimum requirements is an important indicator of the degree to which students are accessing the full range of academic opportunities provided by Greenwich High School.

**Evidence of Compliance:**

- Credit distribution of graduates disaggregated by student subgroup as reported to the State Department of Education in ED540: Graduating Class Report

A credit is defined as successfully completing coursework that meets full time for a full year. The national standard for class time for a full credit course is 120 hours (Carnegie Unit). A full credit course at Greenwich High School meets for approximately 132 hours. The minimum number of credits required for graduation is set in Ends Policy E-004 at

20.0 credits distributed among the following disciplines: English (4.0 credits), Mathematics (3.0 credits), Science (2.0 credits), Social Studies (3.0 credits), Physical Education/Health (2.0 credits), Arts (1.0 credits) and electives (5.0 credits). Beginning with the graduating class of 2007, a total of 22.0 credits will be required to receive a diploma with the science increasing to 3.0 credits, the Arts to 1.5 credits, and electives to 6.0 credits. The Physical Education/Health requirement will be reduced to 1.5 credits.

The guidance staff monitors student eligibility for graduation. Final course grades are reported by teachers and stored in the student data management system. At the end of each school year, final grades are reported to students and parents along with a record of credits earned. Student promotion from grade to grade is dependent upon the number of credits earned. At the end of senior year, the student’s guidance counselor is responsible for evaluating the final transcript and certifying eligibility to graduate. The transcript is maintained as part of the student’s permanent high school record. ***Over the last six years, 100% of Greenwich High School Graduates met the minimum credit requirements set forth in Board of Education policy.***

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 six 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
Seniors Meeting Credit Requirement	471	469	472	533	565	555
Algebra I or Equivalent	86%	83%	91%	95%	86%	91%
Mathematics ( 4 or more credits)	54%	48%	58%	63%	61%	56%
Science (3 or more credits)	79%	76%	80%	83%	81%	80%
Chemistry	97%	87%	85%	87%	89%	88%
World Language (3 or more credits)	65%	68%	74%	77%	76%	75%
Social Studies (4 or more credits)	34%	35%	47%	44%	54%	51%
Vocational Education (2 credits)	18%	22%	25%	14%	25%	21%
The Arts (2 or more credits)	45%	45%	42%	51%	49%	50%
College Courses (one or more AP)	27%	37%	39%	44%	44%	48%

The percentage of students exceeding the graduation requirements has most notably increased over the last five years in world language, social studies, vocational education and college courses. The increasing rigor of student academic programs correlates positively with recent improvements in measures of achievement such as Scholastic

Assessment Test scores or the percentage of students performing at the advanced level on the Connecticut Academic Performance Test.

A number of challenges emerge from the analysis of this data. Between five and fifteen percent of graduates do not complete a mathematics course at the level of Algebra I or higher. Students who do not complete Algebra I may meet the minimum credit requirements to graduate but will not be prepared to achieve proficiency in mathematics on the Connecticut Academic Performance Test. Secondly, the increase in the science graduation requirement from two to three credits will impact approximately twenty percent of the student population starting with the graduating class of 2007. While there is a three year sequence of science courses in place for lower performing students (Practical Biology, Practical Chemistry and Practical Physics), there are questions as to whether or not these courses are preparing students to perform at the proficient level or higher on the Connecticut Academic Performance Test. Finally, using the data reported in ED540 as a benchmark, 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 year of math, three or more years of science, three years of the same foreign language, four years of social studies or college level courses. There is some evidence that gaps in the rigor of student academic program are closing. From 2000 to 2005 the percentage of Hispanic graduates with credit in one or more AP courses increased from 13% to 32%. In 2005, the percentage of Black students completing Algebra I and chemistry or taking four years of mathematics or social studies exceeded the average for the graduating class. Given the small number of students in these subgroups, the best evidence of closing gaps in achievement will be trends in data.

I report compliance with this provision of the Ends Policy.

**Action Plan:**

The procedure for certifying eligibility for graduation works and is transparent to both students and parents. 100% of Greenwich High School graduates meet the minimum credit requirements set forth in Board of Education policy. No changes in procedures are recommended at this time.

While it is beyond the scope of this monitoring report to discuss action plans to improve student achievement (see the monitoring report for E-003), initiatives that are underway or in the planning stages K-8 that will better prepare students to take advantage of the rich array of courses offered at Greenwich High School. These initiatives include the implementation of a revised mathematics program, a new literacy framework K-5 and a redesigned middle school writing program. As part of the mathematics review, the high school staff is currently engaged in revising the scope and sequence of courses and rewriting curriculum. A proposal is under consideration to eliminate the remedial course sequence and adjust the duration of courses to the pace of the learner. For example, instead of offering a regular geometry course (Geometry A) and a geometry course with

modified objectives (Geometry B), there would be one set of geometry objectives taught in courses that would vary in length from two semesters to four semesters. This concept has the potential to mitigate the impact of a tracked curriculum that provides students enrolled in remedial courses with a substantially different education than students enrolled in regular courses.

2. *To graduate from the Greenwich Public Schools a student must meet performance standards.*

**Superintendent's Interpretation:**

Performance standards require students to demonstrate that they can apply the knowledge and skills acquired during their high school course work. The three performance standards required for graduation are outlined in the policy. Greenwich High School defines these standards through academic expectations. Academic expectations are delineated in rubrics that describe levels of student achievement from basic to advanced. The rubrics are used in each academic area to guide teachers as they assess student progress. Students generally meet the academic expectations by scoring at the proficient level or higher on the reading, writing and mathematics subtests of the Connecticut Academic Performance Test (CAPT). Alternative routes to meeting the performance standards required for graduation are outlined in the policy.

**Evidence of Compliance:**

- Percentage of students in the graduating class meeting the District performance standards for graduation by means other than the standard administration of CAPT (data will not be available until November 2006)

This provision of the Ends Policy will go into effect beginning with the graduating class of 2006.

**Action Plan:**

At present, there are eighty-eight seniors who failed to demonstrate proficiency in one or more of the areas that are required for graduation (reading, writing and mathematics.) Additionally, there are ten seniors new to Greenwich High School who must also demonstrate proficiencies in these areas.

Each of these ninety-eight students has been assigned a faculty advisor. Under the guidance of this advisor, each student is assembling an evidence portfolio that demonstrates that they have attained proficiency in the required area(s). A committee of teachers and administrators will review each portfolio utilizing the appropriate school-wide rubric to determine if it contains sufficient evidence that the student has attained proficiency.

Bella Housemaster Gerard Saggese is coordinating this program.

Greenwich High School  
ED540 Graduating Class Report

<b>2000</b>	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%

<b>2001</b>	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%

<b>2002</b>	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%

<b>2003</b>	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

<b>2004</b>	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%

<b>2005</b>	Total	Male	Female	Asian	Black	White	Hispanic
Total	555	289	266	32	14	450	59
Algebra I	91%	89%	92%	91%	93%	91%	86%
Math (4+)	56%	56%	56%	50%	79%	56%	49%
Sci (3+)	80%	80%	79%	81%	93%	80%	71%
Chem	88%	86%	91%	88%	93%	89%	85%
FL (3+)	75%	76%	73%	78%	57%	76%	64%
Soc Stud (4+)	51%	48%	54%	53%	64%	51%	44%
Voc Ed (2+)	21%	22%	20%	28%	29%	20%	20%
Arts (2+)	50%	48%	53%	34%	57%	52%	44%
College	48%	48%	47%	47%	36%	50%	32%