



Connecticut State Department of Education  
**Connecticut School Performance Report**  
**For School Year 2012-13**

School/District	School Classification Category
<b>SCHOOL A</b>	<b>PROGRESSING</b>
District Name	<i>(see page 2 for classification information)</i>

### Overall CMT Performance

A School Performance Index (SPI) is the average of all Connecticut Mastery Test (CMT) test performance for all subjects tested for all students in the school. A District Performance Index (DPI) is the corresponding average for all students in the district. The SPI/DPI ranges in value from 0 to 100 points. Connecticut’s ultimate target for an SPI/DPI is 88 because in a school/district with an SPI of 88 or above, students will have performed at or above the “goal” level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 SPI/DPI points exists between the achievement of the majority of subgroups and the all students group in a school or district (excludes High Needs).

	2009-10	2010-11	2011-12	2012-13	Target Achieved	Achievement Gap
School (SPI)	94.7	94.5	94.5	94.8	Yes	Yes
District (DPI)	93.3	93.3	93.5	92.8	Yes	Yes

### Performance by Subgroups

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
All Students	740	100.0%	94.8	88.0	Yes	92.8	88.0
Black or African American	38	100.0%	83.1	82.9	Yes	78.0	82.1
Hispanic or Latino	20	100.0%	93.1	88.0	Yes	85.5	88.0
English Language Learners	n < 20					76.5	74.7
Free/Reduced Lunch Eligible	48	100.0%	82.5	80.2	Yes	79.6	81.5
Students with Disabilities	110	100.0%	78.9	76.2	Yes	73.3	75.3
High Needs	150	100.0%	82.0	79.4	Yes	77.1	78.4

*High Needs is an unduplicated count of students in the English Language Learners, Free/Reduced Lunch Eligible and Students with Disabilities subgroups.*

### Performance by Subject

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
Math	740	100.0%	94.5	88.0	Yes	92.8	88.0
Reading	739	99.9%	96.1	88.0	Yes	92.0	88.0
Writing	711	100.0%	95.4	88.0	Yes	94.4	88.0
Science	364	99.7%	95.5	88.0	Yes	95.7	88.0





Connecticut State Department of Education  
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**For School Year 2012-13**

School/District	School Classification Category
<b>HIGH SCHOOL B</b>	<b>TRANSITIONING</b>
District Name	<i>(see page 2 for classification information)</i>

### Overall CAPT Performance

A School Performance Index (SPI) is the average of all Connecticut Academic Performance Test (CAPT) test performance for all subjects tested for all students in the school. A District Performance Index (DPI) is the corresponding average for all students in the district. The SPI/DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for an SPI/DPI is 88 because in a school/district with an SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 SPI/DPI points exists between the achievement of the majority of subgroups and the all students group in a school or district (excludes High Needs).

	SCHOOL		DISTRICT	
	SPI	Graduation Rate	DPI	Graduation Rate
2009 - 10	79.0		78.2	
2010 - 11	83.5	91.5%	83.5	91.0%
2011 - 12	80.0	92.3%	79.6	91.8%
2012 - 13	87.2	<i>Available 2014</i>	87.2	<i>Available 2014</i>
Target Achieved	Yes	Yes	Yes	Yes
Achievement Gap	Yes		Yes	

### Performance by Subgroups

	SCHOOL				DISTRICT		
	N	Participation	SPI	Target	Achieved	DPI	Target
All Students	185	100.0%	87.2	81.4	Yes	87.2	81.0
Black or African American	n < 20						
Hispanic or Latino	n < 20						
English Language Learners	n < 20						
Free/Reduced Lunch Eligible	27	100.0%	74.5	69.2	Yes	74.5	66.7
Students with Disabilities	n < 20			61.8	n/a		49.8
High Needs	37	100.0%	69.1	61.3	Yes	69.1	59.8

*High Needs is an unduplicated count of students in the English Language Learners, Free/Reduced Lunch Eligible and Students with Disabilities subgroups.*

### Performance by Subject

	SCHOOL				DISTRICT		
	N	Participation	SPI	Target	Achieved	DPI	Target
Math	185	100.0%	84.9	78.7	Yes	84.9	78.4
Reading	185	100.0%	85.9	79.3	Yes	85.9	78.9
Writing	181	100.0%	93.0	87.1	Yes	93.0	86.6
Science	181	100.0%	87.1	84.2	Yes	87.1	83.7



**GREENWICH PUBLIC SCHOOLS**  
**Greenwich, CT**

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For Immediate Release

**Connecticut Department of Education Releases District and School  
Performance Reports For School Year 2012 – 2013**

Greenwich, CT – December 5, 2013: Today, the Connecticut State Department of Education released school and district performance reports for the 2012-2013 academic year. Based on the new accountability system implemented last year, schools are divided into six categories: Excelling (meeting all state targets), Progressing (meeting improvement targets), Transitioning (missing one or more state or improvement targets), and Review, Focus or Turnaround (requiring targeted interventions and/or plans for improvement).

- Eight Greenwich Public Schools were designated as Excelling (Glenville, International School at Dundee, North Mianus, North Street, Old Greenwich, Parkway, Riverside and Eastern Middle School)
- Two schools were designated as Progressing (Cos Cob and Central Middle School)
- Five schools were designated as transitioning (Hamilton Avenue, Julian Curtiss, New Lebanon, Western Middle School and Greenwich High School).
- In addition, five schools were designated with distinction for high overall performance, high subgroup performance or improved performance (International School at Dundee, North Mianus, Riverside, Eastern Middle School and Greenwich High School).
- No schools were designated as Review, Focus or Turnaround schools.

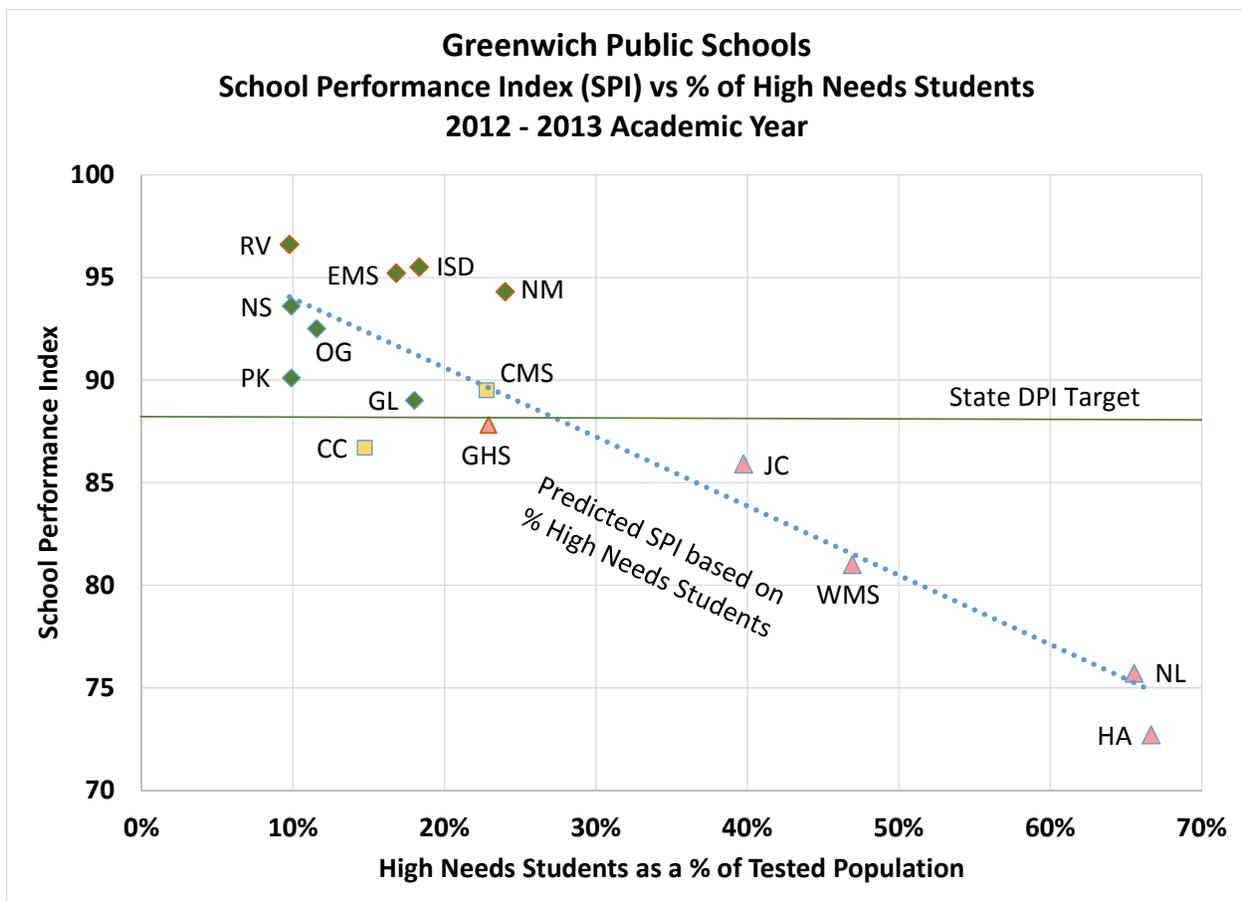
As a district, Greenwich achieved the state target for overall elementary and middle school performance and achieved the overall improvement target for high school performance. We did not achieve the target for graduation rate (GHS had a graduation rate of 92.3%, just below the target of 94.0%).

Information regarding student performance during the 2012-2013 academic year on the Connecticut Mastery Test and Connecticut Academic Performance Test has been available since last summer. This information was used in the fall to update the District Strategic Improvement Plan (DSIP) and the individual school improvement plans. Test results were presented to the Board of Education in September.

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Greenwich, CT

The new Connecticut Accountability System displays standardized test results in a format that emphasizes differences in student subgroup performance and places a premium on meeting improvement targets. This way of displaying the data confirms the District’s initial analysis of the 2012-2013 standardized test results presented in September: **there are significant and persistent gaps in academic performance between whole group and “high needs” student subgroup performance.**

The chart below plots the relationship between the overall school performance index and the percentage of students identified by the Connecticut State Department of Education as “high academic need” subgroups (students identified in one or more of the following subgroups: English Language Learners, Free/Reduced Lunch eligible and/or Students with Disabilities).



The chart highlights several important findings:

- Tracking national research, higher levels of student need are associated with lower levels of academic performance. There is a strong relationship in Greenwich, as in other communities, between the percentage of high needs students and overall school performance index. The percentage of students with

**GREENWICH PUBLIC SCHOOLS**  
**Greenwich, CT**

high needs accounts for about 82% of the variation in school performance index from school to school.

- This relationship is attributable primarily to the gap in academic performance between high needs students (i.e., English Language Learners, Free or Reduced Price Lunch eligible and/or receiving Special Education services) and students with lesser levels of need.
- Closing the achievement gap requires mitigating the association between student need and academic performance by ensuring that each student has an equal opportunity to achieve at high levels regardless of disability, language proficiency or economic disadvantage.
- Four of the five Greenwich schools designated with distinction by the Connecticut State Department of Education have higher academic performance than would be “predicted” by their level of student need (SPI significantly above the dotted line in the chart).
- The fifth school of distinction, Greenwich High School, was recognized for high subgroup performance and meeting improvement targets. Greenwich High School was designated as a Transitioning School because it did not meet the state target for graduation rate (target 94.0%, GHS 92.3%).

Connecticut enters its second year with this accountability system. While more complex than the previous accountability system, the new model provides a better picture of student performance. The new system accounts for the improvement of student scores at all levels, including all test areas (not just reading and mathematics), and sets a higher standard for scores (goal rather than proficiency). Most important, it captures growth in student results and the aggregate effect on changes in school performance year-to-year.

The new accountability system uses Connecticut Mastery Test (grades three through eight) and Connecticut Academic Performance Test (grade 10) scores to calculate a performance index for each tested area (reading, writing, mathematics and science) and student subgroup (race/ethnicity, English language learners, students qualifying for the free or reduced lunch program and students receiving Special Education services). Performance indices were then averaged over a three year period and performance targets were set for the 2012-2013 school year across each school, student subgroup and subject (see the attached PowerPoint for more details on the calculation of performance indices).

The attached reports (in order from district to elementary school to middle school to high school) are based on a comparison of 2012-2013 performance on CMT and CAPT to state targets and improvement targets set off of the three baseline years. Next year, we anticipate that the new accountability system will be revised as the state replaces CMT and CAPT with the Smarter Balanced Assessment Consortium tests (SBAC).