

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



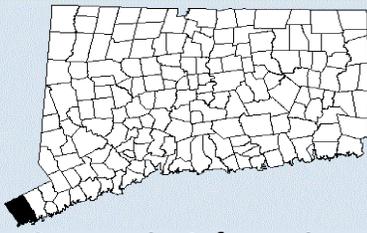
Greenwich School District

Toni Jones, Superintendent • 203-625-7400 • <http://www.greenwichschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	17
Enrollment	8,589
Per Pupil Expenditures ¹	\$27,093
Total Expenditures ¹	\$232,326,341

¹ Expenditure data reflect the 2022-23 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2023-24 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.3
Male	4,534	52.8	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	742	8.6	5.2
Black or African American	174	2.0	12.5
Hispanic or Latino of any race	2,015	23.5	31.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	541	6.3	4.7
White	5,098	59.4	46.2
English Learners/Multilingual Learners	473	5.5	10.5
Eligible for Free or Reduced-Price Meals	1,676	19.5	44.0
Students with Disabilities ³	1,319	15.4	17.9

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	22	0.5
Male	411	9.3	62	1.3
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	274	14.0	36	1.7
White	392	7.9	38	0.7
English Learners/Multilingual Learners	88	17.6	*	*
Eligible for Free or Reduced-Price Meals	240	15.4	41	2.3
Students with Disabilities	206	15.7	46	3.0
District	779	9.3	84	1.0
State		17.7		7.0

Number of students qualified as truant under state statute: 373

Number of school-based arrests: 11

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	659.0
Paraprofessional Instructional Assistants	46.6
Special Education	
Teachers and Instructors	111.0
Paraprofessional Instructional Assistants	103.0
Administrators, Coordinators and Department Chairs	
District Central Office	17.0
School Level	48.5
Library/Media	
Specialists (Certified)	16.0
Support Staff	16.0
Instructional Specialists Who Support Teachers	35.6
Counselors, Social Workers and School Psychologists	74.0
School Nurses	19.0
Other Staff Providing Non-Instructional Services/Support	278.8

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	23	2.4	1.4
Black or African American	23	2.4	4.8
Hispanic or Latino of any race	58	5.9	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	872	89.3	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	22.5	13.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	153	96.2	175	99.4
White	407	97.6	363	98.6
English Learners/Multilingual Learners	19	82.6	15	*
Eligible for Free or Reduced-Price Meals	130	96.3	147	97.4
Students with Disabilities	102	95.3	108	94.7
District	664	97.6	652	98.6
State		88.4		94.6

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	72	59.0
Emotional Disability	47	57.3
Intellectual Disability	*	*
Learning Disability	415	86.8
Other Health Impairment	265	84.1
Other Disabilities	*	*
Speech/Language Impairment	126	90.0
District	940	79.5
State		66.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	130	1.6	2.6
Emotional Disability	82	1.0	1.1
Intellectual Disability	22	0.3	0.6
Learning Disability	480	5.8	6.4
Other Health Impairment	321	3.9	3.5
Other Disabilities	39	0.5	1.2
Speech/Language Impairment	165	2.0	2.0
All Disabilities	1,239	15.0	17.3

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	0.5	8.0
Private Schools or Other Settings	29	2.3	4.6

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$155,022,889	\$18,078	\$12,942
Support services - students	\$17,884,620	\$2,099	\$1,724
Support services - instruction	\$13,599,093	\$1,596	\$905
Support services - general administration	\$4,528,802	\$531	\$520
Support services - school based administration	\$10,027,941	\$1,177	\$1,207
Central and other support services	\$8,357,901	\$981	\$771
Operation and maintenance of plant	\$15,287,051	\$1,794	\$2,101
Student transportation services	\$7,618,045	\$1,933	\$1,582
Food services	.	.	\$8
Enterprise operations	.	.	\$213
Total	\$232,326,341	\$27,093	\$21,143

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$17,805,609	30.8	27.6
Instructional Aide Salaries	\$3,558,828	6.2	10.2
Other Salaries	\$10,927,875	18.9	10.5
Employee Benefits	\$9,308,569	16.1	13.2
Purchased Services Other Than Transportation	\$2,842,997	4.9	6.4
Special Education Tuition	\$9,940,241	17.2	22.2
Supplies	\$345,311	0.6	0.7
Property Services	\$47,221	0.1	0.4
Purchased Services For Transportation	\$3,068,350	5.3	8.4
Equipment	\$2,153	0.0	0.3
All Other Expenditures	.	.	0.1
Total	\$57,847,155	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.9	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	94.5
State	1.0
Federal	3.9
Tuition & Other	0.6

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	385	87.9	385	91.1	171	91.0
Black or African American	94	64.9	94	57.5	*	*
Hispanic or Latino of any race	984	69.0	984	65.5	468	71.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	284	83.2	284	82.8	116	83.5
White	2,585	80.4	2,576	78.8	1,139	82.2
English Learners/Multilingual Learners	443	65.3	441	66.8	200	70.0
Non-English Learners/Non-Multilingual Learners	3,899	79.8	3,892	77.8	1,742	81.3
Eligible for Free or Reduced-Price Meals	827	64.0	824	58.9	384	65.4
Not Eligible for Free or Reduced-Price Meals	3,515	81.7	3,509	80.8	1,558	83.7
Students with Disabilities	720	56.7	713	53.3	314	59.2
Students without Disabilities	3,622	82.6	3,620	81.3	1,628	84.1
High Needs	1,534	64.3	1,525	61.4	695	66.6
Non-High Needs	2,808	86.0	2,808	85.0	1,247	87.6
District	4,342	78.3	4,333	76.7	1,942	80.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	90.6	85.9	87.3	82.7	2,450	86.6
Curl Up	94.0	98.0	98.0	96.6	2,467	96.7
Push Up	86.4	82.6	79.3	89.5	2,466	84.4
Mile Run/PACER	95.5	97.0	92.3	100.0	2,427	96.2
All Tests - District	78.8	73.3	71.1	73.3	2,388	74.1
All Tests - State	53.6	48.4	44.6	42.3		47.2

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	20	95.0
Hispanic or Latino of any race	177	88.1
White	411	95.9
English Learners/Multilingual Learners	81	87.7
Eligible for Free or Reduced-Price Meals	191	88.0
Students with Disabilities	112	82.1
District	690	94.1
State		88.4

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	460	71.7
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino	166	49.6
White	577	73.5
English Learners/ Multilingual Learners	10	25.6
Eligible for Free or Reduced-Price Meals	115	40.2
Students with Disabilities	37	16.7
District	904	67.4
State		44.3

³Students demonstrate postsecondary readiness through at least one of the following:

- SAT[®] - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT[®] - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP[®] - 3 or higher on any one AP[®] exam
- IB[®] - 4 or higher on any one IB[®] exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT[®] and AP[®] statistics derived from data provided by the College Board.

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ACT[®] statistics derived from data provided by ACT, Inc.

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IB[®] statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	88.1	95.3
Male	83.2	*
Non-Binary	N/A	*
Black or African American	70.0	*
Hispanic or Latino of any race	79.6	87.0
White	89.9	96.5
English Learners/ Multilingual Learners	77.3	89.1
Eligible for Free or Reduced-Price Meals	76.3	88.1
Students with Disabilities	68.7	86.5
District	85.8	93.5
State	68.4	87.2

⁵ College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶ College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	78.3	75	50.0	50	100.0	63.9
	High Needs Students	64.3	75	42.9	50	85.8	54.1
Math Performance Index	All Students	76.7	75	50.0	50	100.0	60.2
	High Needs Students	61.4	75	40.9	50	81.8	49.5
Science Performance Index	All Students	80.1	75	50.0	50	100.0	61.8
	High Needs Students	66.6	75	44.4	50	88.8	51.4
ELA Academic Growth	All Students	69.0%	100%	69.0	100	69.0	58.7%
	High Needs Students	60.8%	100%	60.8	100	60.8	54.2%
Math Academic Growth	All Students	73.7%	100%	73.7	100	73.7	61.4%
	High Needs Students	59.7%	100%	59.7	100	59.7	55.1%
Progress Toward English Proficiency	Literacy	78.3%	100%	39.2	50	78.3	58.9%
	Oral	71.3%	100%	35.6	50	71.3	55.2%
Chronic Absenteeism	All Students	9.3%	<=5%	41.4	50	82.8	17.7%
	High Needs Students	14.8%	<=5%	30.4	50	60.8	25.5%
Preparation for CCR	% Taking Courses	98.1%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	67.4%	75%	44.9	50	89.9	44.3%
On-track to High School Graduation		80.2%	94%	42.7	50	85.3	84.5%
4-year Graduation All Students (2023 Cohort)		94.1%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		95.2%	94%	100.0	100	100.0	86.6%
Postsecondary Entrance (Class of 2023)		85.8%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		93.1% 74.1%	75%	49.4	50	98.8	93.6% 47.2%
Arts Access		62.2%	60%	50.0	50	100.0	55.0%
Accountability Index				1225.0	1450	84.5	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	64.3	10.7	16.9	
Math Performance Index Gap	75.0	61.4	13.6	18.2	
Science Performance Index Gap	75.0	66.6	8.4	17.9	
Graduation Rate Gap	94.0%	95.2%	0.0%	9.9%	N

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

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	98.6
	High Needs Students	97.8
Math	All Students	98.4
	High Needs Students	97.2
Science	All Students	98.3
	High Needs Students	96.3

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 57.2

State: 49.7

District Profile and Performance Report for School Year 2023-24

Greenwich School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Greenwich's Strategic Plan has six goals: Mastery of Reading, Mastery of Mathematics, Graduation Rate, Increased Family & Community Engagement, Increase Student Sense of Belonging and Increase Positive Working Environment for Teachers and Staff. We are committed to preparing students to function effectively in an interdependent global community. Therefore, in addition to acquiring a core body of knowledge - which is established in local curricular documents reflecting national and state standards, as well as workplace expectations - all students will develop their Academic, Personal and Interpersonal Capacities.

Parents are members of each School Improvement Team and the PTA and they give feedback that is used in setting family and community engagement goals. Each school sends a representative to the district's Educational Differences Subcommittee (meets monthly) to discuss issues, solutions and achievement in learning outcomes for students with academic and/or SEL challenges at school and/or home. Our Special Education Advisory Council (SEAC) continues to support an equal and equitable partnership between families, the school District and community partners. SEAC gives advisory opinions to the Board of Education on matters pertaining to the education and safety of students with disabilities.

GPS continues to make progress on the recommendations from the Special Education Audit. We have increased our continuum of services in the district. We have designed a unique learner program to support those students needing a modified and adapted curriculum aligned with the CT Alternative Assessment; we continue to expand our co-teaching classes; our Inclusion Specialist works with our teachers to increase their instructional skills and we have a Reading Lab Specialist for those students with critical reading difficulties. This is helping us to continuously improve our practice to support our instructional programing for students with disabilities.

The district's focus continues to be personalized learning for all students in order to support their success in achieving their academic, personal and interpersonal goals.

Students and teachers collaboratively review individual student data (including academic, attendance, discipline, social emotional skills, etc.) to determine various pathways to meet their goals and ways to demonstrate their successes and mastery in meeting those goals. The goals are then shared with families. We have begun to have students participate in their conferences with their families.

Greenwich also offers a "Seamless Summer Learning Program" for all students. It provides curriculum playlists which promote learner choice as well as anytime, anywhere access to district approved digital applications and resources for Humanities, STEM, Fine Arts, World Languages and a library collection of summer reading. Parents can engage their children in learning enjoyment to support prevention of summer learning loss and to support accelerating readiness for more challenging courses. This program can be accessed all year, not just during the summer months.

We continue to update curricula documents on our Website for each content area, by grade (prek-12) that give the Curriculum Overview, Units to be taught, Student Learning Experiences, What students will do, and What students will practice, understand and demonstrate.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The impact of increasing diversity has required us to continuously develop and enhance awareness of Diversity, Equity and Inclusion of our students and families. This is reflected in our curricula, teaching strategies, materials and professional learning. The district has a digital device for each student. Hot spots are available for those families who don't have access to the net. We have five magnet schools which provide choice for students and parents at the elementary and middle school levels. Magnet themes are: International Baccalaureate (IB) Primary, STEAM Magnet, World Languages Magnet and AVID (Advancement Via Individual Determination). Through rigorous academic programs, we encourage students to be compassionate citizens and critical thinkers who successfully communicate their thinking and act as responsible members of the community. We follow District Norms, they are: Be Here, Be Safe, Be Honest, Care for Self and Others, and Let Go and Move On.

In order to promote the Greenwich Public Schools' "Vision of the Graduate," all schools offer numerous opportunities for students to "pursue their unique interests, passions and curiosities." Here is a sample of some offered activities: Diversity Awareness Club, Sports Intramurals, Gay Straight Alliance Club, Girls' Empowerment, Unified Sports, Neighbor to Neighbor Club, Pop Culture Analysis in the Modern World, Drama Club, and Musical Theater.

We have a committee for Diversity Recruitment and Retainment. This committee is dedicated to supporting teachers of color in our district and to recruit more diverse teachers through our professional assistants and our larger diverse community.

Dedicated staff at each school support every student to their full potential. The diversity of our students is recognized as a source of strength and a reflection of our world. It is our goal to respect, motivate, inspire and empower each member of our diverse learning community to participate in their educational and civic endeavors. We celebrate academic successes, the arts, sports and civic engagement. Parents and the community are invited to these celebrations. Notices are sent home in a variety of languages to ensure families are able to have a voice in their child's education.

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Equitable Allocation of Resources among District Schools

The operating and capital budgets are built as zero-based and thoughtfully developed each year on known and anticipated needs as well as historical trends to prioritize the budget development each year.

Greenwich develops our budget on meeting the needs of each individual school community; e.g. high school students need a specific number of credits in English, Mathematics, Science, etc. towards graduation outcomes. The budget documents demonstrate the links between the budget, strategic goals and initiatives as well as the core academic/SEL programs at every school.

Resources are available at each school for necessary curriculum development, revision, and implementation with instructional materials, appropriate staffing and professional learning. Greenwich staffs specialists to support students who need additional services and resources (ELLs, students with disabilities, low socio-economic students, etc.). We utilize the Connecticut Common Core State Standards for program needs and student needs. We use a consistent enrollment class size to determine the number of teachers, specialists, support personnel and staff to assure there is equity of resources across the district.