

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Greenwich School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	17
Enrollment	8,465
Per Pupil Expenditures	\$27,791
Total Expenditures	\$239,144,369

Expenditure data reflect the 2023-24 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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Unless otherwise noted, all data are for 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	4,431	52.3	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	724	8.6	5.2
Black or African American	144	1.7	12.4
Hispanic or Latino of any race	2,042	24.1	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	541	6.4	4.8
White	4,995	59.0	45.1
English Learners/Multilingual Learners	460	5.4	11.3
Eligible for Free or Reduced-Price Meals	1,697	20.0	44.8
Students with Disabilities	1,353	16.0	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	414	10.6	27	0.7
Male	395	9.2	117	2.6
Non-Binary	0	*	0	*
Black or African American	*	*	10	6.7
Hispanic or Latino of any race	289	14.7	56	2.7
White	400	8.2	64	1.3
English Learners/Multilingual Learners	78	17.0	10	2.1
Eligible for Free or Reduced-Price Meals	250	17.8	65	3.7
Students with Disabilities	239	17.9	68	4.3
All Students - District	809	9.9	144	1.7
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 346
Number of school-based arrests: 7

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	660.5
General Education Paraprofessionals	46.6
Special Education Teachers and Instructors	115.0
Special Education Paraprofessionals	119.0
District Central Office Administrators	16.0
School Level Administrators	45.5
Library/Media Specialists (Certified)	16.0
Library/Media Support Staff	16.0
Instructional Specialists Who Support Teachers	34.4
Counselors, Social Workers and School Psychologists	75.5
School Nurses	19.0
Other Staff Providing Non-Instructional Services/Support	288.7

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	10.5
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	22	2.3	1.4
Black or African American	20	2.0	4.9
Hispanic or Latino of any race	55	5.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	881	90.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	69	7.1	6.8
Teachers	45	5.7	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	18	*	*	*
Hispanic or Latino of any race	159	98.8	165	99.4
White	385	99.5	411	98.3
English Learners/Multilingual Learners	22	100.0	16	*
Eligible for Free or Reduced-Price Meals	118	100.0	118	100.0
Students with Disabilities	87	98.9	137	93.8
All Students - District	660	99.2	678	98.5
All Students - State		89.2		95.3

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	79	61.7
Emotional Disability	42	60.0
Intellectual Disability	*	*
Learning Disability	390	85.2
Other Health Impairment	310	87.8
Other Disabilities	*	*
Speech/Language Impairment	131	91.6
All Disabilities - District	967	80.7
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	139	1.7	2.9
Emotional Disability	71	0.9	1.1
Intellectual Disability	21	0.3	0.6
Learning Disability	458	5.6	6.5
Other Health Impairment	355	4.4	3.6
Other Disabilities	48	0.6	1.1
Speech/Language Impairment	163	2.0	2.0
All Disabilities	1,255	15.4	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	7	0.6	8.2
Private Schools or Other Settings	26	2.1	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$159,498,533	\$18,536	\$13,471
Support services - students	\$16,764,899	\$1,958	\$1,826
Support services - instruction	\$15,534,576	\$1,815	\$972
Support services - general administration	\$3,521,550	\$411	\$568
Support services - school based administration	\$11,152,676	\$1,303	\$1,274
Central and other support services	\$7,307,513	\$854	\$761
Operation and maintenance of plant	\$16,204,627	\$1,893	\$2,125
Student transportation services	\$9,159,995	\$2,528	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$239,144,369	\$27,791	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$19,486,157	30.3	26.4
Instructional Aide Salaries	\$4,004,478	6.2	10.1
Other Salaries	\$11,843,808	18.4	10.5
Employee Benefits	\$11,055,743	17.2	13.3
Purchased Services Other Than Transportation	\$2,873,245	4.5	6.8
Special Education Tuition	\$11,063,257	17.2	22.8
Supplies	\$446,245	0.7	0.6
Property Services	\$13,120	0.0	0.4
Purchased Services For Transportation	\$3,493,892	5.4	8.7
Equipment	\$116,850	0.2	0.2
All Other Expenditures	.	.	0.1
Total	\$64,396,794	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	26.9
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	95.3
State	1.0
Federal	3.1
Tuition & Other	0.6

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	398	88.4	397	93.4	160	92.9
Black or African American	73	71.7	73	60.6	39	69.3
Hispanic or Latino of any race	954	71.6	952	69.5	424	73.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	287	85.6	287	85.5	128	87.9
White	2,531	82.5	2,525	81.1	1,083	85.0
English Learners/Multilingual Learners	370	68.5	369	70.3	118	66.7
Non-English Learners/Non-Multilingual Learners	3,881	81.8	3,873	80.5	1,720	83.9
Eligible for Free or Reduced-Price Meals	712	67.5	710	64.6	323	68.2
Not Eligible for Free or Reduced-Price Meals	3,539	83.3	3,532	82.6	1,515	86.0
Students with Disabilities	705	59.9	704	57.2	275	60.8
Students without Disabilities	3,546	84.8	3,538	84.0	1,563	86.7
High Needs	1,420	66.8	1,416	65.3	578	67.4
Non-High Needs	2,831	87.6	2,826	86.8	1,260	89.9
All Students - District	4,251	80.7	4,242	79.6	1,838	82.8

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	93.1	81.5	81.5	80.6	2,393	84.2
Curl Up	94.5	94.4	96.3	95.1	2,398	95.0
Push Up	86.6	79.4	84.1	85.3	2,380	83.9
Mile Run/PACER	93.6	96.5	92.7	28.0	2,381	78.2
All Tests - District	78.3	65.4	69.5	23.9	2,354	59.9
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	27	*
Hispanic or Latino of any race	177	93.2
White	360	97.5
English Learners/Multilingual Learners	29	69.0
Eligible for Free or Reduced-Price Meals	195	91.3
Students with Disabilities	98	91.8
All Students - District	652	96.2
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	456	71.7
Male	481	67.2
Non-Binary	0	*
Black or African American	14	36.8
Hispanic or Latino of any race	175	53.5
White	595	73.9
English Learners/ Multilingual Learners	13	34.2
Eligible for Free or Reduced-Price Meals	108	45.8
Students with Disabilities	51	21.8
All Students - District	937	69.3
All Students - State		47.2

Students 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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	91.0	97.3
Male	80.1	95.4
Non-Binary	*	N/A
Black or African American	74.1	*
Hispanic or Latino of any race	82.1	89.9
White	87.1	98.6
English Learners/ Multilingual Learners	65.2	94.8
Eligible for Free or Reduced-Price Meals	80.6	90.9
Students with Disabilities	73.8	92.9
All Students - District	85.3	96.4
All Students - State	67.0	88.2

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.

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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.7	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	66.8	75	44.5	50	89.1	54.9
Math Performance Index	All Students	79.6	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	65.3	75	43.5	50	87.0	50.6
Science Performance Index	All Students	82.8	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	67.4	75	44.9	50	89.8	52.1
ELA Academic Growth	All Students	73.6%	100%	73.6	100	73.6	60.6%
ELA Academic Growth	High Needs Students	66.2%	100%	66.2	100	66.2	55.7%
Math Academic Growth	All Students	79.4%	100%	79.4	100	79.4	62.3%
Math Academic Growth	High Needs Students	68.9%	100%	68.9	100	68.9	55.9%
Progress Toward English Proficiency	Literacy	76.5%	100%	38.2	50	76.5	58.7%
Progress Toward English Proficiency	Oral	77.9%	100%	38.9	50	77.9	55.7%
Chronic Absenteeism	All Students	9.9%	<=5%	40.3	50	80.5	17.2%
Chronic Absenteeism	High Needs Students	16.7%	<=5%	26.7	50	53.4	24.8%
% Taking CCR Courses	All Students	98.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	69.3%	75%	46.2	50	92.3	47.2%
On-track to High School Graduation	All Students	92.1%	94%	49.0	50	98.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	96.2%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	97.5%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	85.3%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	59.9%	75%	40.0	50	79.9	49.0%
Arts Access	All Students	67.8%	60%	50.0	50	100.0	55.1%
Accountability Index				1250.3	1450	86.2	

Physical Fitness Estimated Participation Rate - District: 94.3% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	66.8	8.2	16.9	N
Math Performance Index Gap	75.0	65.3	9.7	18.4	N
Science Performance Index Gap	75.0	67.4	7.6	18.2	N
Graduation Rate Gap	94.0%	97.5%	0.0%	8.6%	N

If 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.

If 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 (%)
ELA	All Students	99.1
ELA	High Needs Students	98.2
Math	All Students	98.9
Math	High Needs Students	98.0
Science	All Students	98.8
Science	High Needs Students	97.5

Minimum 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: 62.1

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

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

In 2024–25, the Academic Office has provided direct, differentiated support to a cohort of priority schools identified through trend data on student achievement, growth, and engagement. Academic leaders work alongside school administrators and teachers to analyze student-level data, conduct instructional walkthroughs, facilitate professional learning communities (PLCs), and co-design improvement plans that target root causes of underperformance. These supports are not one-size-fits-all, but are tailored to the unique needs of each school, grade level, and student population. Each school has a special education PTAC representative, who meets with a district-wide monthly subcommittee. The committee Chairs meet with the Chief Officer of Special Education and Student Supports monthly to share concerns and kudos on the work being done at the schools. The Special Education Advisory Council (SEAC) continues to foster strong, equitable partnerships among families, the District, and community organizations. In addition to providing advisory input to the Board of Education on matters related to the education and well-being of students with disabilities, SEAC also sponsors speaker presentations to inform and engage families and stakeholders on key topics affecting students with disabilities.

Greenwich offers a "Seamless Summer Learning Program" to all students, with curriculum playlists that promote learner choice and anytime, anywhere access to district-approved digital applications in Humanities, STEM, Fine Arts, World Languages, and summer reading collections. Parents are encouraged to engage in these activities with their children to support enjoyment in learning, prevent summer slide, and boost readiness for advanced coursework. This resource is available year-round.

Curricular documents are continuously updated on our website by grade level (PreK–12) and content area. These resources provide a curriculum overview, unit descriptions, learning experiences, and clear expectations for what students will do, practice, understand, and demonstrate. This level of transparency allows families and community members to stay informed and engaged in their child's academic journey.

Finally, our academic leadership team facilitates capacity-building for administrators and instructional coaches through cross-district observation days, data institutes, and professional learning workshops. These activities intentionally focus on increasing educator skill in evidence-based instructional strategies, student engagement, and inclusive practices, particularly in buildings with persistent opportunity gaps.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Greenwich Public Schools continues to offer multiple programs and supports designed to reduce racial, ethnic, and economic isolation, while ensuring all students have access to strong academic programming and enrichment opportunities. The district operates five magnet schools at the elementary and middle levels, which provide school choice for families across the district. These schools attract diverse student populations by offering specialized themes and learning environments. The magnet school themes include:

International Baccalaureate (IB) Primary Years Programme. STEAM (Science, Technology, Engineering, Arts, and Mathematics). World Languages. AVID (Advancement Via Individual Determination).

Each magnet program serves as an inter- or intradistrict option for families, with over 1,800 students enrolled in magnet settings annually and more than 120 teachers supporting instruction across these schools. These programs are designed to build student interest, increase engagement, and create integrated learning environments where students from different neighborhoods and backgrounds learn together.

Greenwich Public Schools also provides district-issued digital devices to all students, and mobile hotspots are made available to families who need internet access at home. This ensures that all students, regardless of economic background, can access instructional content and learning platforms both in school and outside of it.

Across the district, schools provide after-school programs, academic clubs, intramural sports, and enrichment opportunities that are open to all students. These include programs such as Unified Sports, peer mentoring, homework clubs, music ensembles, and community service groups. These activities give students the chance to build relationships across peer groups and participate in shared experiences beyond the classroom.

Greenwich schools are committed to celebrating student achievement, creativity, and community involvement. Families are invited to performances, cultural celebrations, academic exhibitions, and student-led events throughout the year. School notices and communications are translated into multiple languages to ensure that all families can stay connected and involved.

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Equitable Allocation of Resources among District Schools

Greenwich Public Schools is committed to ensuring that all students, regardless of school assignment, have equitable access to high-quality educational opportunities and support. Our approach to resource allocation is guided by student needs, enrollment patterns, and the District's strategic priorities, with a strong focus on equity and transparency.

Each year, both the operating and capital budgets are developed using a zero-based budgeting approach. Budget planning is informed by a combination of historical data, projected enrollment, programmatic needs, and input from school leaders to ensure that each school's unique context is addressed. This process enables the District to direct resources where they are most needed, including support for specialized programs and services.

Budget development is explicitly aligned to our strategic plan, linking funding decisions to core academic programming, social-emotional learning (SEL), and instructional priorities at every school. For example, the high school budget reflects requirements for graduation credits across disciplines, while elementary and middle school budgets focus on foundational skills and targeted interventions.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	7	63.6	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	4	36.4	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	11		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.