

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Greenwich High School Greenwich School District

203-625-8000 • <http://www.greenwickschools.org/greenwich-high-school>

School Information

Grade Range	9-12
Enrollment	2,620
Per Pupil Expenditures	\$18,866
Total Expenditures	\$49,675,166

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>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	3
Performance and Accountability.....	4

Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the school.

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>

For district totals, please see the district profile.
* 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	School Count	School Percent (%)	District Percent (%)
Female	*	*	*
Male	1,366	52.1	52.3
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	216	8.2	8.6
Black or African American	55	2.1	1.7
Hispanic or Latino of any race	680	26.0	24.1
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	152	5.8	6.4
White	1,511	57.7	59.0
English Learners/Multilingual Learners	89	3.4	5.4
Eligible for Free or Reduced-Price Meals	597	22.8	20.0
Students with Disabilities	393	15.0	16.0

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	162	13.1	20	1.6
Male	126	9.3	65	4.7
Non-Binary	0	*	0	*
Black or African American	8	14.3	7	11.9
Hispanic or Latino of any race	98	14.7	35	5.1
White	153	10.2	35	2.3
English Learners/Multilingual Learners	14	16.7	*	*
Eligible for Free or Reduced-Price Meals	87	17.6	39	6.2
Students with Disabilities	99	23.9	41	9.1
All Students - School	288	11.1	85	3.2
All Students - District		9.9		1.7

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: 81
Number of school-based arrests: 7

School Profile and Performance Report for School Year 2024-25

Greenwich High School

Greenwich School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	172.6
General Education Paraprofessionals	2.0
Special Education Teachers and Instructors	23.0
Special Education Paraprofessionals	18.0
School Level Administrators	16.0
Library/Media Specialists (Certified)	3.0
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	3.9
Counselors, Social Workers and School Psychologists	28.5
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	86.2

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

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	1	0.4	0.1
Asian	10	3.9	2.3
Black or African American	3	1.2	2.0
Hispanic or Latino of any race	15	5.9	5.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	225	88.6	90.0

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	9.5
District	10.5

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	17	6.7	7.1
Teachers	12	5.9	5.7

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

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

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

School Profile and Performance Report for School Year 2024-25

Greenwich High School

Greenwich School District

Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$36,865,871	\$14,001
Support Services - Students	\$5,210,945	\$1,979
Improvement of Instruction	\$224,666	\$85
Library and Media Services	\$1,178,990	\$448
Support Services - Instruction	\$4,323	\$2
Support Services - School-Based Administration	\$3,627,397	\$1,378
Operation and Maintenance of Plant	\$2,562,973	\$973
Transportation Other Than to/From Home	.	.
Enterprise Operations	.	.
Total	\$49,675,166	\$18,866

Total per pupil expenditures (PPE) including share of district central expenditures is \$26,967.

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

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

Disability	Count	Rate (%)
Autism	18	64.3
Emotional Disability	29	69.0
Intellectual Disability	*	*
Learning Disability	127	89.4
Other Health Impairment	128	90.8
Other Disabilities	*	*
Speech/Language Impairment	22	91.7
All Disabilities - School	330	84.0
All Disabilities - District		80.7

This table includes students ages 6-21 with an IEP or services plan.

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	*	18	*
Hispanic or Latino of any race	149	98.7	145	100.0
White	381	99.7	399	99.8
English Learners/Multilingual Learners	20	100.0	12	*
Eligible for Free or Reduced-Price Meals	112	100.0	112	100.0
Students with Disabilities	80	100.0	113	99.1
All Students - School	646	99.4	641	99.8
All Students - District		99.2		98.5

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

School Schedule

Category	Value
Days of Instruction	180
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	963
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	08:30 AM
School End Time	02:55 PM

School Profile and Performance Report for School Year 2024-25

Greenwich High School

Greenwich School District

Performance and Accountability

School Performance Index (SPI)

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

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	53	82.2	53	83.2	53	96.3
Black or African American	14	*	14	*	15	*
Hispanic or Latino of any race	150	61.5	150	58.5	148	75.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	44	76.3	44	74.5	45	88.0
White	378	72.3	378	70.4	378	87.3
English Learners/Multilingual Learners	29	43.2	29	40.9	29	56.6
Non-English Learners/Non-Multilingual Learners	610	72.0	610	70.0	610	86.5
Eligible for Free or Reduced-Price Meals	111	57.8	111	54.3	111	71.3
Not Eligible for Free or Reduced-Price Meals	528	73.4	528	71.7	528	88.1
Students with Disabilities	77	54.1	77	48.6	77	68.9
Students without Disabilities	562	73.0	562	71.5	562	87.4
High Needs	181	56.6	181	52.4	180	70.5
Non-High Needs	458	76.3	458	75.2	459	90.9
School	639	70.7	639	68.7	639	85.2

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	N/A	N/A	N/A	80.5	580	80.5
Curl Up	N/A	N/A	N/A	95.4	586	95.4
Push Up	N/A	N/A	N/A	85.6	570	85.6
Mile Run/PACER	N/A	N/A	N/A	28.0	578	28.0
All Tests - School	N/A	N/A	N/A	23.9	556	23.9
All Tests - District	78.3	65.4	69.5	23.9		59.9

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.

School Profile and Performance Report for School Year 2024-25

Greenwich High School

Greenwich School District

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	357	98.0
English Learners/Multilingual Learners	29	69.0
Eligible for Free or Reduced-Price Meals	194	91.8
Students with Disabilities	95	93.7
All Students - School	649	96.5
All Students - District		96.2

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	455	74.7
Male	479	70.2
Non-Binary	0	*
Black or African American	14	38.9
Hispanic or Latino of any race	175	59.1
White	593	75.8
English Learners/ Multilingual Learners	13	40.6
Eligible for Free or Reduced-Price Meals	108	48.2
Students with Disabilities	50	25.8
All Students - School	934	72.3
All Students - District		69.3

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

- SAT® - meets benchmark 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.

Copyright © 2025 The College Board. www.collegeboard.org

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

Copyright © 2025 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2025

College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	91.3	97.6
Male	83.2	95.7
Non-Binary	*	N/A
Black or African American	76.0	*
Hispanic or Latino of any race	83.4	91.1
White	89.3	98.6
English Learners/ Multilingual Learners	66.7	94.5
Eligible for Free or Reduced-Price Meals	82.7	92.0
Students with Disabilities	82.5	93.8
All Students - School	87.0	96.7
All Students - District	85.3	96.4

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

School Profile and Performance Report for School Year 2024-25

Greenwich High School

Greenwich School District

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	70.7	75	141.4	150	94.3	64.7
ELA Performance Index	High Needs Students	56.6	75	113.2	150	75.5	54.9
Math Performance Index	All Students	68.7	75	137.4	150	91.6	61.1
Math Performance Index	High Needs Students	52.4	75	104.9	150	69.9	50.6
Science Performance Index	All Students	85.2	75	100.0	100	100.0	62.6
Science Performance Index	High Needs Students	70.5	75	94.0	100	94.0	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	46.1%	100%	23.1	50	46.1	58.7%
Progress Toward English Proficiency	Oral	66.5%	100%	33.2	50	66.5	55.7%
Chronic Absenteeism	All Students	11.1%	<=5%	37.8	50	75.6	17.2%
Chronic Absenteeism	High Needs Students	19.1%	<=5%	21.7	50	43.4	24.8%
% Taking CCR Courses	All Students	99.6%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	72.3%	75%	48.2	50	96.4	47.2%
On-track to High School Graduation	All Students	91.9%	94%	48.9	50	97.8	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	96.5%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	99.6%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	87.0%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	23.9%	75%	8.0	50	15.9	49.0%
Arts Access	All Students	68.6%	60%	50.0	50	100.0	55.1%
Accountability Index				1311.7	1550	84.6	

Physical Fitness Estimated Participation Rate - School: 89.8% | 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	56.6	18.4	17.1	Y
Math Performance Index Gap	75.0	52.4	22.6	18.6	Y
Science Performance Index Gap	75.0	70.5	4.5	18.3	N
Graduation Rate Gap	94.0%	99.6%	0.0%	6.5%	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	98.9
ELA	High Needs Students	98.9
Math	All Students	98.9
Math	High Needs Students	98.9
Science	All Students	99.2
Science	High Needs Students	99.5

Minimum participation standard is 95%.

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