

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



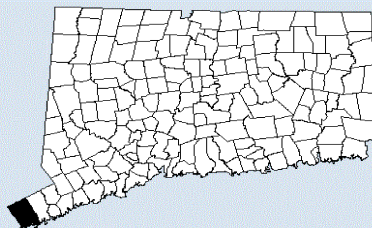
Greenwich School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	17
Enrollment	9,048
Per Pupil Expenditures ¹	\$22,370
Total Expenditures ¹	\$203,992,787

¹ Expenditure data reflect the 2018-19 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2019-20 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 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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	4,709	52.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	763	8.4	5.2
Black or African American	215	2.4	12.7
Hispanic or Latino of any race	2,022	22.3	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	471	5.2	3.8
White	5,558	61.4	51.1
English Learners	413	4.6	8.3
Eligible for Free or Reduced-Price Meals	1,854	20.5	43.3
Students with Disabilities ³	1,124	12.4	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

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	*	*	32	0.7
Male	*	*	89	1.9
Black or African American	0	0.0	10	4.4
Hispanic or Latino of any race	*	*	43	2.1
White	*	*	59	1.0
English Learners	*	*	11	1.2
Eligible for Free or Reduced-Price Meals	*	*	55	2.8
Students with Disabilities	*	*	43	3.5
District	7	0.1	121	1.3
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 407

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

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.

District Profile and Performance Report for School Year 2019-20 Greenwich School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	640.6
Paraprofessional Instructional Assistants	54.0
Special Education	
Teachers and Instructors	98.1
Paraprofessional Instructional Assistants	104.5
Administrators, Coordinators and Department Chairs	
District Central Office	19.0
School Level	45.7
Library/Media	
Specialists (Certified)	21.0
Support Staff	16.4
Instructional Specialists Who Support Teachers	51.7
Counselors, Social Workers and School Psychologists	66.9
School Nurses	17.0
Other Staff Providing Non-Instructional Services/Support	390.7

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	24	2.5	1.2
Black or African American	27	2.8	4.0
Hispanic or Latino of any race	52	5.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	859	89.2	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.9	10.4

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	*	*	27	93.1
Hispanic or Latino of any race	148	93.1	151	93.2
White	427	97.3	441	97.1
English Learners	68	88.3	66	98.5
Eligible for Free or Reduced-Price Meals	133	92.4	152	90.5
Students with Disabilities	75	85.2	89	89.9
District	649	95.9	688	96.1
State		75.8		84.8

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

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	68	53.5
Emotional Disturbance	44	57.1
Intellectual Disability	7	31.8
Learning Disability	355	82.9
Other Health Impairment	211	86.8
Other Disabilities	7	*
Speech/Language Impairment	99	88.4
District	791	76.9
State		67.8

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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Greenwich School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	137	1.6	2.0
Emotional Disturbance	78	0.9	1.1
Intellectual Disability	22	0.3	0.5
Learning Disability	428	4.9	5.7
Other Health Impairment	249	2.9	3.3
Other Disabilities	21	0.2	1.1
Speech/Language Impairment	133	1.5	1.8
All Disabilities	1,068	12.3	15.6

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	7	0.7	8.2
Private Schools or Other Settings	32	3.0	5.0

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: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$141,980,698	\$15,570	\$10,923
Support services - students	\$14,653,101	\$1,614	\$1,277
Support services - instruction	\$4,685,667	\$516	\$682
Support services - general administration	\$18,729,218	\$2,064	\$467
Support services - school based administration	.	.	\$1,021
Central and other support services	\$1,477,825	\$163	\$679
Operation and maintenance of plant	\$14,521,039	\$1,600	\$1,718
Student transportation services	\$7,945,239	\$1,682	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$203,992,787	\$22,370	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$321,302	0.8	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$25,911,840	63.2	11.1
Employee Benefits	\$6,813,109	16.6	13.0
Purchased Services Other Than Transportation	\$1,619,024	4.0	5.7
Special Education Tuition	\$5,646,519	13.8	22.5
Supplies	\$142,519	0.3	0.6
Property Services	\$314,480	0.8	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	\$80,638	0.2	0.2
All Other Expenditures	\$128,220	0.3	0.1
Total	\$40,977,651	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.1	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	96.8
State	0.9
Federal	1.5
Tuition & Other	0.8

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).

District Profile and Performance Report for School Year 2019-20 Greenwich School District

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

District Profile and Performance Report for School Year 2019-20 Greenwich School District

Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	19	*
Hispanic or Latino of any race	133	88.0
English Learners	24	66.7
Eligible for Free or Reduced-Price Meals	169	88.8
Students with Disabilities	78	82.1
District	682	95.7
State		88.5

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 2018-19 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:

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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	84.8	96.8
Male	83.4	90.0
Black or African American	76.2	*
Hispanic or Latino of any race	81.1	90.2
White	86.2	94.5
English Learners	43.5	*
Eligible for Free or Reduced-Price Meals	80.9	88.1
Students with Disabilities	71.8	90.0
District	84.1	93.8
State	71.5	87.5

³ 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.

⁴ 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	79.2%	100%	60.4%
	Oral	71.9%	100%	57.6%
Chronic Absenteeism	All Students	0.1%	<=5%	12.2%
	High Needs Students	0.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	96.0%	75%	80.4%
On-track to High School Graduation		79.2%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		95.7%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		94.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		84.0%	75%	71.5%
Arts Access		58.6%	60%	51.8%

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
Graduation Rate Gap	94.0%	94.0%	0.0%	10.9%	N

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Greenwich School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Greenwich's Strategic Plan has three overarching goals. Academic, Personal and Interpersonal. The Academic goal ensures each student achieves optimal growth within the core academic disciplines based on multiple variables. The Personal goal ensures each student develops the capacity to be responsible for his or her own physical and mental health and the Interpersonal goal, ensures each student demonstrates growth in personal development and civic responsibility. This is delivered through our curricula, teaching and learning strategies, choice of materials, relationships with students, families, community partners and continuous professional learning. Parents are members of each School Improvement Team and give feedback that is used in setting FaCE (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 both at school and home.

The district focus is to personalize learning for all students in order to support their success in achieving their academic, personal and interpersonal goals. Students and teachers collaboratively look at individual student data (including academic, attendance, discipline, social emotional skills, etc.) to determine pathways to meet their goals and ways to demonstrate their success in meeting those goals. These goals are shared with families.

Greenwich also offers a "Seamless Summer Learning Program" for all students. It provides curriculum Playlists. They 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. Parent 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 in the summer.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The impact of increasing diversity has enabled us to develop and enhance awareness of the cultural, racial and socio-economic backgrounds of our students and families. This is reflected in our curricula, teaching strategies and choice of materials. We have five magnet schools to provide choice for students and parents at the elementary and middle school level. All students eventually come together when they attend Greenwich High School. Themes are International Baccalaureate (IB) Primary, STEM Magnet, World Languages Magnet and AVID (Advancement Via Individual Determination). Through a rigorous academic program 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.

The district continues to participate in the Relay Graduate School of Education to recruit candidates of color to the Greenwich Public Schools. We have an active committee for Diversity Recruitment and Retainment. This committee is dedicated to supporting teachers of color in our district and to recruit more diverse future teachers through our professional assistants and our larger diverse community.

The dedicated staff at each school support every student in developing to his or her full potential. The diversity of our children is recognized as a source of strength and a reflection of our world. It is our goal to motivate, inspire and empower each member of our diverse learning community. Notices are sent home in a variety of languages to ensure families are able to have a voice in their child's education.

The district has a digital device for each student. Hotspots are available for those families who do not have access.

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Greenwich School District

Equitable Allocation of Resources among District Schools

The operating and capital budgets are zero-based and thoughtfully developed each year on known and anticipated needs as well as historical trends to prioritize our budget development each year. We develop our budget based on meeting the needs of each school community; e.g. high school students complete 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.

We make resources available at each school for necessary curriculum development and revision, instructional materials, staffing and professional learning. We staff at appropriate levels 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 class size enrollment to determine the number of teachers, specialists, support personnel and staff to ensure there is equity of resources across the district.