Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Greenwich School District

203-625-7400 • http://www.greenwichschools.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	17
Enrollment	9,099
Per Pupil Expenditures[1]	$21,672
Total Expenditures[1]	$196,431,009

[1]Expenditure data reflect the 2017-18 school year.
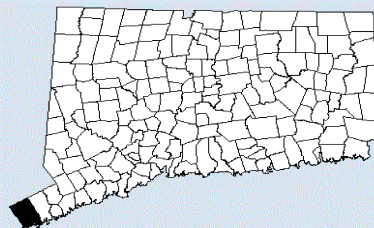
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	4,706	51.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	778	8.6	5.2
Black or African American	235	2.6	12.8
Hispanic or Latino of any race	2,003	22.0	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	445	4.9	3.6
White	5,625	61.8	52.4
English Learners	424	4.7	7.6
Eligible for Free or Reduced-Price Meals	1,813	19.9	42.1
Students with Disabilities[3]	1,067	11.7	15.4

[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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/ Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	167	3.9	27	0.6
Male	180	3.9	101	2.1
Black or African American	16	7.0	20	8.2
Hispanic or Latino of any race	99	5.1	54	2.6
White	203	3.7	48	0.8
English Learners	14	3.2	8	1.7
Eligible for Free or Reduced-Price Meals	126	7.1	73	3.7
Students with Disabilities	98	9.1	61	4.9
District	347	3.9	128	1.4
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 327

Number of school-based arrests: 16

[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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	659.7
Paraprofessional Instructional Assistants	51.0
Special Education	
Teachers and Instructors	100.7
Paraprofessional Instructional Assistants	111.0
Administrators, Coordinators and Department Chairs	
District Central Office	21.0
School Level	41.7
Library/Media	
Specialists (Certified)	21.4
Support Staff	14.7
Instructional Specialists Who Support Teachers	45.5
Counselors, Social Workers and School Psychologists	68.3
School Nurses	17.0
Other Staff Providing Non-Instructional Services/Support	389.4

[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	26	2.7	1.1
Black or African American	25	2.6	3.8
Hispanic or Latino of any race	51	5.2	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	877	89.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	23	85.2	17	68.0
Hispanic or Latino of any race	145	93.5	125	97.7
White	430	96.6	448	95.3
English Learners	14	*	6	*
Eligible for Free or Reduced-Price Meals	151	91.5	138	93.9
Students with Disabilities	73	86.9	61	70.1
District	666	95.4	666	94.9
State		74.5		85.2

[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 Peers[3]

	Count	Rate (%)
Autism	63	52.5
Emotional Disturbance	44	61.1
Intellectual Disability	9	36.0
Learning Disability	339	82.7
Other Health Impairment	188	83.6
Other Disabilities	8	40.0
Speech/Language Impairment	84	86.6
District	735	75.9
State		67.6

[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).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	135	1.5	1.9
Emotional Disturbance	72	0.8	1.1
Intellectual Disability	25	0.3	0.5
Learning Disability	411	4.7	5.5
Other Health Impairment	234	2.7	3.2
Other Disabilities	24	0.3	1.1
Speech/Language Impairment	117	1.3	1.8
All Disabilities	1,018	11.6	15.0

[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 District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	0.6	8.2
Private Schools or Other Settings	26	2.6	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 Expenditures:[3] 2017-18

		Per Pupil	
	Total ($)	District ($)	State ($)
Instruction	$91,489,515	$10,094	$10,545
Support services - students	$86,958,537	$9,648	$1,373
Support services - instruction	$126,288	$14	$644
Support services - general administration	$9,258,013	$1,027	$462
Support services - school based administration	.	.	$1,007
Central and other support services	$1,350	$0	$671
Operation and maintenance of plant	$2,067,964	$229	$1,629
Student transportation services	$6,529,341	$1,836	$1,231
Food services	.	.	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$196,431,009	$21,672	$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$19,013,472	48.4	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	$6,407,307	16.3	10.4
Employee Benefits	$6,196,810	15.8	13.0
Purchased Services Other Than Transportation	$-879,271	-2.2	5.5
Special Education Tuition	$5,452,781	13.9	22.6
Supplies	$118,663	0.3	0.6
Property Services	$320,294	0.8	0.4
Purchased Services For Transportation	$2,398,674	6.1	8.0
Equipment	$120,299	0.3	0.2
All Other Expenditures	$121,173	0.3	0.1
Total	$39,270,202	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.0	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	96.7
State	0.8
Federal	1.8
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).

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	6	*	6	*	*	*
Asian	389	87.8	390	90.8	165	87.8
Black or African American	122	63.1	122	55.2	*	*
Hispanic or Latino of any race	1,061	70.9	1,060	66.2	459	68.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	234	83.7	233	82.2	93	83.3
White	2,910	81.5	2,906	78.5	1,310	79.4
English Learners	404	69.2	405	68.8	175	69.1
Non-English Learners	4,318	80.2	4,312	77.1	1,912	78.2
Eligible for Free or Reduced-Price Meals	974	66.3	972	61.3	433	65.4
Not Eligible for Free or Reduced-Price Meals	3,748	82.6	3,745	80.2	1,654	80.5
Students with Disabilities	606	57.9	604	52.2	250	57.4
Students without Disabilities	4,116	82.4	4,113	79.9	1,837	80.1
High Needs	1,561	66.4	1,558	62.3	683	65.8
Non-High Needs	3,161	85.6	3,159	83.3	1,404	83.0
District	4,722	79.3	4,717	76.3	2,087	77.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.5	79.5	75.5	91.0	2,581	83.4
Curl Up	92.1	98.0	95.7	95.5	2,581	95.3
Push Up	85.2	71.3	64.8	89.1	2,581	76.9
Mile Run/PACER	95.9	94.4	88.4	89.5	2,581	92.2
All Tests - District	77.6	62.4	53.6	83.8	2,581	68.5
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]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.
[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	29	86.2
Hispanic or Latino of any race	128	90.6
English Learners	8	*
Eligible for Free or Reduced-Price Meals	126	89.7
Students with Disabilities	89	78.7
District	621	95.0
State		88.3

[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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	490	74.2
Male	96.5	524	70.8
Black or African American	94.2	*	*
Hispanic or Latino of any race	98.2	157	55.5
White	97.5	716	78.3
English Learners	95.7	8	34.8
Eligible for Free or Reduced-Price Meals	97.8	145	46.5
Students with Disabilities	82.5	29	17.0
District	97.5	1,014	72.4
State	95.9		42.6

[3]College readiness exams and benchmark scores are as follows:
- 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

[4]Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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.
Copyright © 2019 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	89.3	96.1
Male	78.6	91.4
Black or African American	72.0	*
Hispanic or Latino of any race	74.8	87.6
White	88.0	94.5
English Learners	63.3	*
Eligible for Free or Reduced-Price Meals	74.3	85.5
Students with Disabilities	67.4	81.0
District	84.2	93.7
State	71.0	87.8

[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

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	79.3	75	50.0	50	100.0	67.7
	High Needs Students	66.4	75	44.3	50	88.6	58.1
Math Performance Index	All Students	76.3	75	50.0	50	100.0	63.1
	High Needs Students	62.3	75	41.6	50	83.1	52.7
Science Performance Index	All Students	77.4	75	50.0	50	100.0	63.8
	High Needs Students	65.8	75	43.9	50	87.8	54.2
ELA Academic Growth	All Students	68.9%	100%	68.9	100	68.9	59.9%
	High Needs Students	62.0%	100%	62.0	100	62.0	55.1%
Math Academic Growth	All Students	73.7%	100%	73.7	100	73.7	62.5%
	High Needs Students	63.3%	100%	63.3	100	63.3	55.2%
Progress Toward English Proficiency	Literacy	79.6%	100%	39.8	50	79.6	60.0%
	Oral	77.4%	100%	38.7	50	77.4	52.1%
Chronic Absenteeism	All Students	3.9%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	7.0%	<=5%	45.9	50	91.9	16.1%
Preparation for CCR	% Taking Courses	95.1%	75%	50.0	50	100.0	80.0%
	% Passing Exams	72.4%	75%	48.3	50	96.6	42.6%
On-track to High School Graduation		96.4%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		95.0%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		93.8%	94%	99.8	100	99.8	83.3%
Postsecondary Entrance (Class of 2018)		84.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.3% | 68.5%	75%	45.6	50	91.3	96.4% | 52.9%
Arts Access		64.1%	60%	50.0	50	100.0	51.9%
Accountability Index				**1265.9**	**1450**	**87.3**	

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	66.4	8.6	15.4	
Math Performance Index Gap	75.0	62.3	12.7	17.6	
Science Performance Index Gap	75.0	65.8	9.2	16.1	
Graduation Rate Gap	94.0%	93.8%	0.2%	11.1%	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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	99.5
	High Needs Students	99.2
Math	All Students	99.3
	High Needs Students	98.9
Science	All Students	99.6
	High Needs Students	99.2

[3]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: 59.4   **State: 51.5**

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

Greenwich's Strategic Improvement Plan has three overarching goals. They are: Academic to ensure each student achieves optimal growth within the core academic disciplines based on multiple variables; Personal to ensure each student develops the capacity to be responsible for his or her own physical and mental health; Interpersonal to ensure each student demonstrates growth in personal development and civic responsibility. This is delivered through our curricula, teaching strategies (best practices for all types of learners), choice of materials, relationships with students and families and 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 (that meets monthly) to discuss issues, solutions and learning for students with academic and/or SEL challenges both at home and in school.

The District is committed to making learning personal for all students and teachers in order to support their success in achieving their academic, personal and interpersonal goals. Students and teachers collaboratively look at individual student data (academic, attendance, discipline, social emotional, etc.) to create goals and how they will reach their goals. It is an iterative process. These goals are shared with families.

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, ethnic and socio-economic backgrounds of our students and families. This is reflected in our curricula, teaching strategies and choice of materials. Each summer we review and revise curricula to ensure it is representative of our community. We have 5 intra-district magnet themed schools to provide choice for parents at the elementary and middle school levels. Themes are International Baccalaureate (IB Primary Programme), STEM Magnet, World Languages Magnet and Advancement Via Individual Determination (AVID) Magnet. Through a rigorous academic program we encourage all students to be compassionate citizens and critical thinkers who successfully communicate their thinking and act as responsible members of the community through developing the capacities of the Vision of the Graduate.

The dedicated staff at each magnet school (and all schools) supports 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. Translators are also available during conferences and/or meetings.

The district has a digital device (1:1) for each student. Hot spots are available throughout the town for those families who do not have access to the internet at their homes or they may request a mobile hotspot.

Equitable Allocation of Resources among District Schools

The budget is zero-based and thoughtfully developed on known and anticipated needs as well as historical trends for the current school year. We develop our budget based on meeting the diverse needs of each school community e.g. high school students complete a specific number of credits in English, Mathematics, Social Studies, etc. towards graduation outcomes. 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 (ELs, students with disabilities, low-socioeconomic students, etc.). We utilize Common Core State Standards for developing the curriculum and resources to ensure program needs and student needs. The district uses a consistent class size guideline(s) to determine number of teachers, specialists, coaches, support personnel and staff to ensure there is equity of resources across the district.