

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



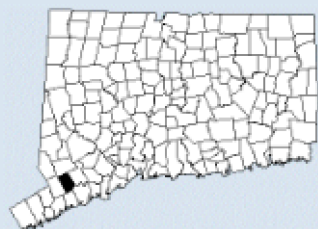
Weston School District

Lisa Barbiero, Superintendent • 203-221-6550 • <http://www.westonps.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,101
Per Pupil Expenditures	\$27,531
Total Expenditures	\$59,825,849

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.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

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	995	47.4	48.4
Male	1,106	52.6	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	129	6.1	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	199	9.5	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	178	8.5	4.8
White	1,565	74.5	45.1
English Learners/Multilingual Learners	29	1.4	11.3
Eligible for Free or Reduced-Price Meals	40	1.9	44.8
Students with Disabilities	320	15.2	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	45	4.6	8	0.8
Male	43	4.0	32	2.9
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	6	3.1	*	*
White	68	4.4	24	1.5
English Learners/Multilingual Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	20	7.0	13	3.7
All Students - District	88	4.3	40	1.9
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: 0
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Weston School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	158.6
General Education Paraprofessionals	14.5
Special Education Teachers and Instructors	24.5
Special Education Paraprofessionals	57.0
District Central Office Administrators	5.0
School Level Administrators	13.0
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	4.0
Instructional Specialists Who Support Teachers	15.4
Counselors, Social Workers and School Psychologists	18.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	102.0

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	13.0
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	1.7	1.4
Black or African American	2	0.8	4.9
Hispanic or Latino of any race	4	1.7	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	232	95.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	23	9.6	6.8
Teachers	19	10.1	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	0	*	*	*
Hispanic or Latino of any race	13	*	16	*
White	139	99.3	137	98.6
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	26	92.9	26	92.9
All Students - District	171	98.8	187	98.9
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	23	51.1
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	93	81.6
Other Health Impairment	74	88.1
Other Disabilities	*	*
Speech/Language Impairment	21	95.5
All Disabilities - District	220	76.4
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).

District Profile and Performance Report for School Year 2024-25

Weston School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	49	2.4	2.9
Emotional Disability	15	0.7	1.1
Intellectual Disability	*	*	0.6
Learning Disability	114	5.6	6.5
Other Health Impairment	85	4.2	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	25	1.2	2.0
All Disabilities	303	14.8	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	*	*	8.2
Private Schools or Other Settings	*	*	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	\$33,599,357	\$15,462	\$13,471
Support services - students	\$4,722,066	\$2,193	\$1,826
Support services - instruction	\$5,596,244	\$2,599	\$972
Support services - general administration	\$1,289,862	\$599	\$568
Support services - school based administration	\$2,857,131	\$1,327	\$1,274
Central and other support services	\$642,895	\$299	\$761
Operation and maintenance of plant	\$6,821,316	\$3,168	\$2,125
Student transportation services	\$2,880,286	\$1,299	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,416,692	\$658	\$219
Total	\$59,825,849	\$27,531	\$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	\$3,972,047	26.6	26.4
Instructional Aide Salaries	\$1,583,401	10.6	10.1
Other Salaries	\$1,916,020	12.8	10.5
Employee Benefits	\$2,034,715	13.6	13.3
Purchased Services Other Than Transportation	\$1,073,381	7.2	6.8
Special Education Tuition	\$3,297,172	22.1	22.8
Supplies	\$53,479	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$961,768	6.4	8.7
Equipment	\$35,936	0.2	0.2
All Other Expenditures	\$250	0.0	0.1
Total	\$14,928,168	100.0	100.0

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

Level	Percent (%)
District	25.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	96.3
State	2.1
Federal	1.1
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).

District Profile and Performance Report for School Year 2024-25

Weston 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., 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	67	88.5	67	88.9	36	89.0
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	107	78.6	107	77.8	54	79.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	95	82.7	95	81.8	32	89.6
White	835	82.1	834	79.6	392	83.2
English Learners/Multilingual Learners	25	68.0	25	72.1	10	*
Non-English Learners/Non-Multilingual Learners	1,096	82.4	1,095	80.2	512	83.5
Eligible for Free or Reduced-Price Meals	25	65.1	25	63.7	6	*
Not Eligible for Free or Reduced-Price Meals	1,096	82.5	1,095	80.4	516	83.5
Students with Disabilities	158	61.9	158	59.8	68	57.5
Students without Disabilities	963	85.4	962	83.3	454	87.2
High Needs	187	63.9	187	62.2	77	59.9
Non-High Needs	934	85.7	933	83.6	445	87.4
All Students - District	1,121	82.1	1,120	80.0	522	83.3

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	90.9	96.4	89.9	90.2	809	91.3
Curl Up	99.4	97.1	100.0	96.4	809	97.9
Push Up	97.0	88.4	95.0	95.4	808	94.4
Mile Run/PACER	61.0	88.5	89.3	81.4	808	80.2
All Tests - District	54.9	80.0	79.5	73.4	798	72.1
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

District Profile and Performance Report for School Year 2024-25

Weston School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	17	*
White	145	95.9
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	7	*
Students with Disabilities	34	79.4
All Students - District	182	95.6
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	141	85.5
Male	154	78.2
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	226	81.0
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	17	30.4
All Students - District	295	81.5
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.

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	81.8	100.0
Male	89.8	98.6
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	86.5	100.0
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	73.3	*
All Students - District	85.3	99.3
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

District Profile and Performance Report for School Year 2024-25

Weston 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	82.1	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	63.9	75	42.6	50	85.2	54.9
Math Performance Index	All Students	80.0	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	62.2	75	41.4	50	82.9	50.6
Science Performance Index	All Students	83.3	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	59.9	75	39.9	50	79.8	52.1
ELA Academic Growth	All Students	72.9%	100%	72.9	100	72.9	60.6%
ELA Academic Growth	High Needs Students	63.3%	100%	63.3	100	63.3	55.7%
Math Academic Growth	All Students	77.8%	100%	77.8	100	77.8	62.3%
Math Academic Growth	High Needs Students	72.8%	100%	72.8	100	72.8	55.9%
Progress Toward English Proficiency	Literacy	64.9%	100%	32.4	50	64.9	58.7%
Progress Toward English Proficiency	Oral	56.7%	100%	28.4	50	56.7	55.7%
Chronic Absenteeism	All Students	4.3%	<=5%	50.0	50	100.0	17.2%
Chronic Absenteeism	High Needs Students	6.7%	<=5%	46.6	50	93.2	24.8%
% Taking CCR Courses	All Students	98.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	81.5%	75%	50.0	50	100.0	47.2%
On-track to High School Graduation	All Students	99.4%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.6%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	96.8%	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	72.1%	75%	48.0	50	96.1	49.0%
Arts Access	All Students	57.0%	60%	47.5	50	94.9	55.1%
Accountability Index				1263.5	1450	87.1	

Physical Fitness Estimated Participation Rate - District: 100.0% | 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	63.9	11.1	16.9	N
Math Performance Index Gap	75.0	62.2	12.8	18.4	N
Science Performance Index Gap	75.0	59.9	15.1	18.2	N
Graduation Rate Gap	94.0%	96.8%	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	99.6
ELA	High Needs Students	98.4
Math	All Students	99.5
Math	High Needs Students	98.4
Science	All Students	99.6
Science	High Needs Students	100.0

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: 67.1

State: 50.2

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

District Profile and Performance Report for School Year 2024-25

Weston School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Every year the district sets goals with specific action steps with aligned evidence indicators of success designed to improve continuously programs and services for general and special education students. All four schools develop action plans that align with the district goals and teachers are required to align their goals with district and school initiatives focused on improving student achievement.

The district's primary goal has been the development of global citizens through an emphasis on academic excellence, and healthy learning environments. Weston Public Schools is committed to developing a partnership with parents to ensure students' success. Grade-level back-to-school nights, transition meetings, and parent-student informational gatherings are offered throughout the year to increase effective communication. In the spring, transition programs for parents are held to provide opportunities for those interested in learning about the unique programs and curricula that will be offered in their child's new school as they progress through the four schools.

Regular and consistent communication is vital to sustaining a collaborative partnership with district families. The district utilizes a web-based parent portal to provide parents with access to their child's academic performance. This resource provides parents and students with a window into student progress serving as the basis for conversations with teachers. All teachers maintain an active web page reflecting classroom assignments and updates for students and parents. In addition to the scheduled K-5 parent-teacher conference days in the late fall and spring, school counselors are in regular contact with parents to address any issues that their child may be dealing with at home or in school.

The district uses both district and school websites to communicate important guidelines and information pertaining to school-wide events and reference materials such as handbooks, school forms, policies, curriculum, after-school programs, and calendar updates. The district communicates to families via email blasts throughout the school year. A district and school update is sent monthly to all families and posted on the district website, as well.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Weston Public Schools continue to make great strides to reduce racial, ethnic, and economic isolation through our participation in Open Choice and our steadfast commitment to community service and fundraising projects. Weston participates in the State of Connecticut's "Open Choice Program" and students from a surrounding urban area, Norwalk, attend our schools. These students are an important part of our community and participate in all aspects of the school day and after-school activities.

The district's core academic curriculum provides opportunities for students to learn about different cultures through history, music, and literature, helping them gain a greater appreciation for the importance of cultural diversity. The district has a Spanish language program that begins in Kindergarten through grade five. Secondary students may choose to study different languages including French, Latin, and Chinese through high school. Weston High School provides educational experiences and courses that enhance our students' capacity to live in a global world.

In district schools, students engage in opportunities to have a positive impact on the world outside of Weston. Student government organizations create awareness among the student body for humanitarian efforts that have resulted in a number of school-wide drives. Through first-hand exposure with those from different cultures and backgrounds, our students receive the critical life experience of understanding and appreciating the many commonalities that they share in the process.

District Profile and Performance Report for School Year 2024-25

Weston School District

Equitable Allocation of Resources among District Schools

Weston Public Schools is a suburban K-12 district of about 2,200 students located approximately 45 miles from New York City. The campus is the heart and hub of the community, with all four schools situated along a one-mile stretch of road. The district employs a participatory budget-building process to determine the needs of our schools. School leaders join district-level administrators to closely examine current practices and determine budgetary priorities. Administrators prepare and submit their budget estimates to the Director of Finance and Operations, who summarizes the data for review by the Leadership Team. This group meets to review the budget requests by individual cost centers. The administrators present their budgets in public to the Board of Education during the month of January. During its review of the administration's requested budget, the Board may or may not alter the request. After the Board votes on potential modifications to the requested budget, the budget is adopted and sent to the Town Boards for further review prior to being voted upon at a Town referendum in April.

District Profile and Performance Report for School Year 2024-25

Weston School District

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	1	6.7	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	8	53.3	32.0
Retired	4	26.7	23.7
Teach/Admin in Other CT Dist	2	13.3	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	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	15		

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.