

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



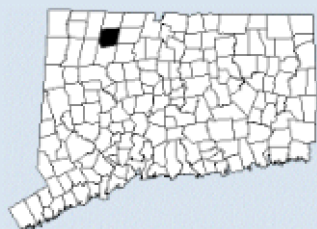
Winchester School District

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District Information

Grade Range	PK-6
Number of Schools/Programs	2
Enrollment	599
Per Pupil Expenditures	\$23,080
Total Expenditures	\$25,710,764

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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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	303	50.6	48.4
Male	296	49.4	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	9	1.5	5.2
Black or African American	20	3.3	12.4
Hispanic or Latino of any race	93	15.5	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	25	4.2	4.8
White	450	75.1	45.1
English Learners/Multilingual Learners	34	5.7	11.3
Eligible for Free or Reduced-Price Meals	350	58.4	44.8
Students with Disabilities	118	19.7	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	75	26.7	12	3.6
Male	67	24.4	24	7.4
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	27	32.1	*	*
White	100	23.9	29	6.1
English Learners/Multilingual Learners	10	29.4	*	*
Eligible for Free or Reduced-Price Meals	100	30.4	27	6.7
Students with Disabilities	39	33.9	16	10.7
All Students - District	142	25.5	36	5.5
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: 78
Number of school-based arrests: 0

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Winchester School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	41.0
General Education Paraprofessionals	10.5
Special Education Teachers and Instructors	15.0
Special Education Paraprofessionals	25.5
District Central Office Administrators	3.0
School Level Administrators	3.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	43.8

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	9.6
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	0	0.0	1.4
Black or African American	1	1.3	4.9
Hispanic or Latino of any race	3	4.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	71	94.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	13	17.1	6.8
Teachers	8	14.3	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

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

Disability	Count	Rate (%)
Autism	17	40.5
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	45	65.2
Other Health Impairment	14	48.3
Other Disabilities	*	*
Speech/Language Impairment	9	*
All Disabilities - District	87	50.6
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	44	4.2	2.9
Emotional Disability	10	1.0	1.1
Intellectual Disability	*	*	0.6
Learning Disability	69	6.6	6.5
Other Health Impairment	29	2.8	3.6
Other Disabilities	12	1.1	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	179	17.0	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	78	43.6	8.2
Private Schools or Other Settings	18	10.1	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	\$19,281,386	\$17,308	\$13,471
Support services - students	\$1,547,693	\$2,567	\$1,826
Support services - instruction	\$119,295	\$198	\$972
Support services - general administration	\$552,397	\$916	\$568
Support services - school based administration	\$703,544	\$1,167	\$1,274
Central and other support services	\$571,905	\$948	\$761
Operation and maintenance of plant	\$1,485,275	\$2,463	\$2,125
Student transportation services	\$1,449,268	\$2,529	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$25,710,764	\$23,080	\$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	\$1,244,893	18.6	26.4
Instructional Aide Salaries	\$867,186	13.0	10.1
Other Salaries	\$429,037	6.4	10.5
Employee Benefits	\$585,698	8.8	13.3
Purchased Services Other Than Transportation	\$78,739	1.2	6.8
Special Education Tuition	\$2,531,326	37.8	22.8
Supplies	\$14,543	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$923,638	13.8	8.7
Equipment	\$15,388	0.2	0.2
All Other Expenditures	\$500	0.0	0.1
Total	\$6,690,948	100.0	100.0

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

Level	Percent (%)
District	26.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	59.5
State	35.0
Federal	5.1
Tuition & Other	0.5

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

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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	*	*	*	*	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	8	*	8	*	*	*
Hispanic or Latino of any race	45	54.8	45	55.2	14	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	15	*	15	*	*	*
White	240	66.9	239	62.7	51	76.1
English Learners/Multilingual Learners	23	51.4	23	48.7	*	*
Non-English Learners/Non-Multilingual Learners	290	65.4	289	61.9	*	*
Eligible for Free or Reduced-Price Meals	178	63.0	177	59.2	41	75.9
Not Eligible for Free or Reduced-Price Meals	135	66.1	135	63.3	32	68.7
Students with Disabilities	64	42.3	63	35.2	15	*
Students without Disabilities	249	70.0	249	67.5	58	78.9
High Needs	210	60.2	209	56.4	52	69.6
Non-High Needs	103	72.7	103	70.1	21	80.7
All Students - District	313	64.3	312	61.0	73	72.8

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	89.6	90.4	N/A	N/A	140	90.0
Curl Up	83.3	84.9	N/A	N/A	139	84.2
Push Up	83.3	80.8	N/A	N/A	139	82.0
Mile Run/PACER	84.8	75.3	N/A	N/A	139	79.9
All Tests - District	69.7	61.6	N/A	N/A	139	65.5
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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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	64.3	75	42.9	50	85.8	64.7
ELA Performance Index	High Needs Students	60.2	75	40.1	50	80.3	54.9
Math Performance Index	All Students	61.0	75	40.6	50	81.3	61.1
Math Performance Index	High Needs Students	56.4	75	37.6	50	75.3	50.6
Science Performance Index	All Students	72.8	75	48.5	50	97.0	62.6
Science Performance Index	High Needs Students	69.6	75	46.4	50	92.7	52.1
ELA Academic Growth	All Students	61.6%	100%	61.6	100	61.6	60.6%
ELA Academic Growth	High Needs Students	57.8%	100%	57.8	100	57.8	55.7%
Math Academic Growth	All Students	62.1%	100%	62.1	100	62.1	62.3%
Math Academic Growth	High Needs Students	60.8%	100%	60.8	100	60.8	55.9%
Progress Toward English Proficiency	Literacy	58.3%	100%	29.1	50	58.3	58.7%
Progress Toward English Proficiency	Oral	64.3%	100%	32.2	50	64.3	55.7%
Chronic Absenteeism	All Students	25.5%	<=5%	8.9	50	17.8	17.2%
Chronic Absenteeism	High Needs Students	29.4%	<=5%	1.1	50	2.2	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	65.5%	75%	43.6	50	87.3	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				613.5	950	64.6	

Physical Fitness Estimated Participation Rate - District: 95.9% | 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	72.7	60.2	12.5	16.9	N
Math Performance Index Gap	70.1	56.4	13.7	18.4	N
Science Performance Index Gap	75.0	69.6	5.4	18.2	N
Graduation Rate Gap	.	.	.	.	

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	100.0
ELA	High Needs Students	100.0
Math	All Students	99.4
Math	High Needs Students	99.1
Science	All Students	98.7
Science	High Needs Students	98.1

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: 44.5

State: 50.2

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

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Winchester School District

Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2024-2025 school year, the Winchester Public Schools (WPS) continued to make significant strides in academic achievement, inclusive practices, and family engagement. The district built on previous momentum and further established itself as a leader in student growth and school improvement.

WPS maintained a strong focus on using data to inform instructional decisions and improve student outcomes. The district emphasized small-group instruction, consistent curriculum implementation, and targeted support based on student needs. The instructional coaching model continued to support teachers in refining their practice and ensuring high-quality, consistent instruction across all classrooms.

Special education services were also strengthened throughout the year. The district enhanced support for students with disabilities by improving collaboration between general and special education staff, increasing access to individualized services, and providing targeted professional development. These efforts aimed to create more inclusive and effective learning environments for all students.

WPS also maintained progress in improving attendance. Chronic absenteeism remained below the state average, supported by proactive truancy prevention strategies. These included early identification of at-risk students, timely family outreach, and partnerships with school-based teams to remove barriers to regular attendance.

Family engagement was a major focus during 2024-2025. The district invested in building staff capacity to work effectively with families through professional learning that emphasized communication, cultural responsiveness, and collaboration. Parents played an active role in school improvement through participation in focus groups, school leadership teams, and community forums that shaped district initiatives.

To support student learning at home, the district offered various parent-focused resources, including academic workshops, take-home materials, and digital learning tools. These were aligned with classroom instruction and designed to help families reinforce literacy, math, and social-emotional skills outside of school. These efforts helped build stronger home-school connections and empowered families to actively support their children's education.

The 2024-2025 school year reflected WPS's deep commitment to equity, instructional excellence, and authentic family partnerships. The district remains focused on sustaining and building upon these successes in the years ahead.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2024-2025 school year, the Winchester Public Schools continued to prioritize diversity and student-centered learning aimed at reducing racial, ethnic, and economic isolation. The district remained committed to providing educational experiences that foster inclusivity and cultural awareness. Winchester maintained partnerships with Explorations Charter School and The Gilbert School, both of which offered students valuable opportunities for cross-cultural, religious, and ethnic learning experiences. These collaborations enriched student perspectives and broadened their understanding of diversity beyond the boundaries of the local community.

The district continued to reflect economic diversity, with approximately 60% of students qualifying for free or reduced-price lunch. This sustained level highlights the ongoing importance of equitable access to resources and learning opportunities for all students. Throughout the year, students demonstrated respect and appreciation for the wide range of backgrounds represented within the school community.

To support these efforts, the Second Step Program remained a core component of the district's approach to social-emotional learning and diversity education. The program played a key role in helping students build empathy, strengthen interpersonal skills, and understand the value of inclusivity in their daily interactions.

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Equitable Allocation of Resources among District Schools

During the 2024-2025 school year, the Winchester Public Schools continued to operate within the constraints of the funding levels from the town. We continue to be particularly mindful about the allocation and stewardship of available financial resources. Funding decisions were carefully and intentionally aligned with the goals outlined in the District Improvement Plan and individual School Improvement Plans. These plans, driven by performance data, guided the targeted distribution of resources. Students performing below grade-level expectations received focused support through high-quality Tier 1 to Tier 3 interventions designed to meet their specific learning needs.

District Profile and Performance Report for School Year 2024-25

Winchester 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	14.3	6.7
Position Eliminated or Expired	1	14.3	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	28.6	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	1	14.3	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	2	28.6	2.3
TOTAL	7		

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.