

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



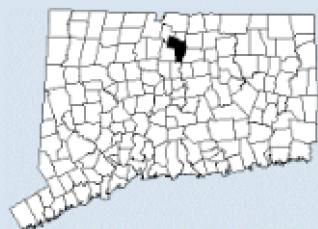
Windsor School District

Terrell Hill, Superintendent • 860-687-2000 • <http://www.windsorct.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,266
Per Pupil Expenditures	\$22,687
Total Expenditures	\$88,682,331

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	*	*	48.4
Male	1,667	51.0	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	111	3.4	5.2
Black or African American	1,349	41.3	12.4
Hispanic or Latino of any race	827	25.3	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	295	9.0	4.8
White	676	20.7	45.1
English Learners/Multilingual Learners	124	3.8	11.3
Eligible for Free or Reduced-Price Meals	1,638	50.2	44.8
Students with Disabilities	722	22.1	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	280	18.0	155	9.4
Male	296	18.4	278	15.9
Non-Binary	0	*	0	*
Black or African American	243	18.4	248	17.6
Hispanic or Latino of any race	184	23.2	112	13.0
White	76	11.6	31	4.5
English Learners/Multilingual Learners	35	28.0	17	13.3
Eligible for Free or Reduced-Price Meals	392	24.6	303	16.7
Students with Disabilities	212	32.3	127	15.7
All Students - District	576	18.2	433	12.7
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: 594
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	263.2
General Education Paraprofessionals	43.0
Special Education Teachers and Instructors	52.0
Special Education Paraprofessionals	109.5
District Central Office Administrators	9.0
School Level Administrators	21.2
Library/Media Specialists (Certified)	6.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	20.0
Counselors, Social Workers and School Psychologists	27.2
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	209.4

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	14.7
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.3	0.1
Asian	10	2.5	1.4
Black or African American	71	17.8	4.9
Hispanic or Latino of any race	17	4.3	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	301	75.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	51	12.6	6.8
Teachers	43	13.4	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	113	92.6	136	97.8
Hispanic or Latino of any race	64	98.5	58	96.7
White	53	96.4	65	100.0
English Learners/Multilingual Learners	10	*	8	*
Eligible for Free or Reduced-Price Meals	134	94.4	137	98.6
Students with Disabilities	51	98.1	78	96.3
All Students - District	262	95.6	292	98.3
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	77	61.1
Emotional Disability	18	38.3
Intellectual Disability	8	30.8
Learning Disability	156	74.3
Other Health Impairment	109	69.0
Other Disabilities	26	46.4
Speech/Language Impairment	51	96.2
All Disabilities - District	445	65.8
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	136	3.7	2.9
Emotional Disability	47	1.3	1.1
Intellectual Disability	26	0.7	0.6
Learning Disability	210	5.8	6.5
Other Health Impairment	158	4.3	3.6
Other Disabilities	84	2.3	1.1
Speech/Language Impairment	67	1.8	2.0
All Disabilities	728	20.0	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	56	7.7	8.2
Private Schools or Other Settings	37	5.1	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	\$49,080,871	\$12,556	\$13,471
Support services - students	\$7,344,510	\$2,222	\$1,826
Support services - instruction	\$7,246,529	\$2,193	\$972
Support services - general administration	\$23,549	\$7	\$568
Support services - school based administration	\$6,323,136	\$1,913	\$1,274
Central and other support services	.	.	\$761
Operation and maintenance of plant	\$8,543,694	\$2,585	\$2,125
Student transportation services	\$6,112,413	\$1,822	\$1,695
Food services	.	.	\$10
Enterprise operations	\$4,007,629	\$1,213	\$219
Total	\$88,682,331	\$22,687	\$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	\$8,477,171	33.8	26.4
Instructional Aide Salaries	\$2,975,007	11.9	10.1
Other Salaries	\$2,138,496	8.5	10.5
Employee Benefits	\$1,179,401	4.7	13.3
Purchased Services Other Than Transportation	\$640,571	2.6	6.8
Special Education Tuition	\$6,463,469	25.8	22.8
Supplies	\$63,951	0.3	0.6
Property Services	\$2,144	0.0	0.4
Purchased Services For Transportation	\$3,129,789	12.5	8.7
Equipment	\$12,799	0.1	0.2
All Other Expenditures	\$3,254	0.0	0.1
Total	\$25,086,053	100.0	100.0

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

Level	Percent (%)
District	28.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	78.3
State	16.7
Federal	4.7
Tuition & Other	0.3

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).

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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	*	*	*	*	*	*
Asian	51	69.1	51	67.7	*	*
Black or African American	639	56.3	639	52.5	293	53.8
Hispanic or Latino of any race	399	58.9	398	55.0	177	57.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	158	64.6	158	60.3	67	59.8
White	344	70.9	344	68.0	145	71.5
English Learners/Multilingual Learners	86	52.4	86	49.8	35	54.3
Non-English Learners/Non-Multilingual Learners	1,508	61.8	1,507	58.2	669	59.9
Eligible for Free or Reduced-Price Meals	775	55.0	775	50.9	357	54.1
Not Eligible for Free or Reduced-Price Meals	819	67.3	818	64.1	347	65.3
Students with Disabilities	316	40.0	315	35.7	146	40.1
Students without Disabilities	1,278	66.6	1,278	63.1	558	64.7
High Needs	905	53.6	904	49.7	417	52.7
Non-High Needs	689	71.4	689	68.3	287	69.6
All Students - District	1,594	61.3	1,593	57.7	704	59.6

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	89.2	87.6	88.3	83.3	1,021	86.6
Curl Up	80.6	82.2	76.1	82.9	1,022	80.7
Push Up	63.5	73.3	62.6	70.1	1,020	67.7
Mile Run/PACER	73.9	65.8	55.8	55.7	1,019	61.7
All Tests - District	51.7	61.8	48.7	44.9	1,016	50.9
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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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	136	83.8
Hispanic or Latino of any race	65	83.1
White	62	90.3
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	159	79.2
Students with Disabilities	53	64.2
All Students - District	297	85.2
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	112	38.5
Male	78	27.9
Non-Binary	N/A	N/A
Black or African American	61	23.4
Hispanic or Latino of any race	40	32.0
White	61	50.8
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	63	22.4
Students with Disabilities	7	5.3
All Students - District	190	33.3
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.

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

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

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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	77.4	93.6
Male	56.7	78.2
Non-Binary	*	N/A
Black or African American	69.0	87.0
Hispanic or Latino of any race	55.7	72.4
White	68.8	95.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	60.0	77.8
Students with Disabilities	35.9	68.2
All Students - District	66.3	86.6
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

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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	61.3	75	40.9	50	81.7	64.7
ELA Performance Index	High Needs Students	53.6	75	35.7	50	71.5	54.9
Math Performance Index	All Students	57.7	75	38.5	50	76.9	61.1
Math Performance Index	High Needs Students	49.7	75	33.1	50	66.2	50.6
Science Performance Index	All Students	59.6	75	39.8	50	79.5	62.6
Science Performance Index	High Needs Students	52.7	75	35.2	50	70.3	52.1
ELA Academic Growth	All Students	63.4%	100%	63.4	100	63.4	60.6%
ELA Academic Growth	High Needs Students	58.8%	100%	58.8	100	58.8	55.7%
Math Academic Growth	All Students	63.8%	100%	63.8	100	63.8	62.3%
Math Academic Growth	High Needs Students	60.4%	100%	60.4	100	60.4	55.9%
Progress Toward English Proficiency	Literacy	68.1%	100%	34.1	50	68.1	58.7%
Progress Toward English Proficiency	Oral	72.1%	100%	36.0	50	72.1	55.7%
Chronic Absenteeism	All Students	18.2%	<=5%	23.7	50	47.3	17.2%
Chronic Absenteeism	High Needs Students	24.6%	<=5%	10.8	50	21.5	24.8%
% Taking CCR Courses	All Students	97.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	33.3%	75%	22.2	50	44.4	47.2%
On-track to High School Graduation	All Students	80.9%	94%	43.1	50	86.1	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	85.2%	94%	90.6	100	90.6	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	94.8%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	66.3%	75%	88.4	100	88.4	67.0%
Physical Fitness % Meeting Health Standard	All Students	50.9%	75%	33.9	50	67.8	49.0%
Arts Access	All Students	52.5%	60%	43.8	50	87.5	55.1%
Accountability Index				1045.9	1450	72.1	

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	71.4	53.6	17.9	16.9	Y
Math Performance Index Gap	68.3	49.7	18.6	18.4	Y
Science Performance Index Gap	69.6	52.7	16.9	18.2	N
Graduation Rate Gap	94.0%	94.8%	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	97.1
ELA	High Needs Students	95.9
Math	All Students	97.0
Math	High Needs Students	95.8
Science	All Students	96.2
Science	High Needs Students	94.8

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: 40.6

State: 50.2

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Windsor Public Schools is committed to continuous improvement through inclusive, data-driven planning and robust family engagement. Our 2025–2030 Strategic Operating Plan outlines a comprehensive roadmap that advances academic excellence, strengthens partnerships, and supports the whole child.

Our district continues to improve special education services through integrated planning and collaboration between special and general education staff. Coaching, job-embedded professional learning, and dedicated time for curriculum review ensure equitable access to grade-level content for students with disabilities. We are working to reestablish district-based programs for students whose needs are not best met in general education. Related service providers receive ongoing training in trauma-informed care, and we are refining our Functional Behavioral Assessment and Behavior Intervention Plan templates to enhance usability. Additionally, we are increasing consultation between providers and classroom staff to promote skill generalization across learning environments.

Truancy prevention remains a priority across all schools. Our strategic plan emphasizes a proactive, relationship-centered approach. Each school has an active attendance team using real-time data dashboards and early intervention strategies. By maintaining strong school-family partnerships and creating relevant, engaging instruction—including project-based learning and career exploration—we aim to ensure students feel connected and motivated to attend. Attendance incentive systems and consistent outreach help reduce chronic absenteeism and reinforce a culture of belonging.

Family engagement is deeply embedded in our district culture. We offer professional development to staff on building trusting relationships with families, using tools such as welcoming calls, Parent Teacher Home Visit models, and the UConn-developed Family Engagement curriculum. Our Office of Family and Community Partnerships leads efforts to build staff capacity and coordinates initiatives such as the Dads Matter Too program in all six schools. Through volunteer opportunities, surveys, and reflection sessions, we ensure family voices inform and shape district practices.

Our superintendent leads “Chat and Chill with Super Hill,” a podcast series featuring dialogue with district stakeholders, and “Monthly Coffee Talks,” offering families a direct forum to discuss questions and district updates. These platforms, paired with quarterly academic newsletters and family learning events, build transparency and trust.

In response to needs identified through family surveys, the district has offered a series of Social Emotional Learning (SEL) workshops for parents and caregivers. These sessions align with our SEL priority area, which includes school-based workshops, mental health resources, and student-centered initiatives to strengthen resilience and well-being.

Through these efforts, Windsor Public Schools ensures that families are active partners in student success and that every learner is supported academically, socially, and emotionally.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Windsor Public Schools continues to lead with intentional efforts to reduce racial, ethnic, and economic isolation by fostering inclusive environments, recruiting a diverse workforce, and expanding opportunities for student engagement across differences.

The district actively recruits minority educators through regional job fairs, partnerships with educator preparation programs, and targeted use of diversity hiring platforms. Over the past three years, Windsor has made incremental progress toward staff diversity goals, with year-over-year increases in staff demographics aligning more closely to the student population. New hires are welcomed through a culturally responsive orientation that includes a Windsor Pride segment to deepen awareness of the town’s roots and diversity.

Within our schools, we continue to implement the Multi-Tiered System of Support (MTSS) framework to ensure equitable academic and behavioral support for all students. This system is complemented by culturally responsive practices and inclusive Tier 1 instruction. Our English Learner (EL) population receives support from certified TESOL educators, including staff trained through the ARCTELL program.

To expand student access and reduce economic isolation, Windsor offers free summer learning experiences to all students in grades 1–12, focusing on academic enrichment, cultural connection, and hands-on learning. We also offer no-cost after-school enrichment opportunities at the secondary level, including STEM, arts, leadership development, and identity-affirming activities.

District-wide initiatives such as student-led study circles, schoolwide culture celebrations, and Windsor’s #WeServeWindsor community service initiative encourage intercultural dialogue and civic engagement. These experiences are designed to increase student awareness of the diversity of individuals and cultures while building empathy and connection across differences.

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Equitable Allocation of Resources among District Schools

Windsor Public Schools allocates resources through a process grounded in equity, transparency, and student-centered priorities. The district's resource allocation is guided by both personnel and non-personnel needs. Teaching positions are assigned based on Board of Education class-size guidelines, differentiated by grade level, and adjusted to reflect specific student needs. Support staff allocations are similarly adjusted to maintain equity across buildings.

Non-personnel resources such as supplies, instructional materials, and technology are distributed on a per-pupil basis, with distinctions between elementary and secondary levels and flexibility to address greater needs in specific schools. Budget decisions are aligned with school improvement plans and district strategic priorities, including academic recovery, SEL, and digital access.

Facilities and infrastructure investments are guided by a districtwide Facilities Master Plan, updated every five years, and prioritized through a needs-based assessment process. Capital improvements, emergency maintenance, and technology infrastructure are monitored to ensure all schools are safe, modern, and conducive to high-quality teaching.

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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	3	9.7	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	3.2	2.2
Personal Reasons	1	3.2	6.7
Position Eliminated or Expired	1	3.2	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	13	41.9	32.0
Retired	8	25.8	23.7
Teach/Admin in Other CT Dist	3	9.7	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	1	3.2	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	31		

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.